Commonwealth of Kentucky

Revised Consolidated State Plan
Under The Every Student Succeeds Act

Using the Revised State Template
U.S. Department of Education
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Kentucky Department of Education
Stephen L. Pruitt, Ph.D.
Commissioner of Education

September 24, 2017

Matthew G. Bevin
Governor

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Secretary
Education and
Workforce Development Cabinet

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Commissioner of Education

KENTUCKY DEPARTMENT OF EDUCATION
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September 18, 2017

Dear Secretary DeVos:

It is with great anticipation and excitement that I share with you Kentucky's Consolidated State Plan as required under the Every Student Succeeds Act (ESSA).

With the new law came more state-level decision making authority, flexibility and the opportunity for Kentucky to design its unique system of public school accountability that reflects Kentucky ideals and values and promotes what is best for our children.

Kentucky's plan is grounded in a year and a half of extensive outreach and engagement efforts with thousands of Kentuckians, including educators at all levels, families, businesses, education partners, policymakers and communities. In developing the system, we challenged our residents to think boldly, to innovate, and in the words of Walt Disney, to "plus it" by taking our system of public education in Kentucky to the next level.

Kentuckians brought forth a shared vision of K-12 public education in our state that each and every student is empowered and equipped with the knowledge, skills and dispositions to pursue a successful future. It is that vision, the values of equity, achievement and integrity, and the following ideals upon which this multi-dimensional plan is based.

- Our children, all children, must be at the heart of the system.
- A well-rounded education is important and necessary.
- All subjects, both tested and non-tested, need to be valued.
- Access and opportunity for students are critical.
- An emphasis on teaching is needed.
- Collaboration instead of competition among schools and districts needs to be the focus.

It is with great intentionality and purpose that Kentucky's Consolidated State Plan is rooted in our communities' hopes, dreams, and aspirations for our students. As such, our State Plan represents the collective voices of our state. We look forward to discussing the plan with you and your staff at the U.S. Department of Education and are glad to respond to any questions that may arise.

Sincerely,

Stephen L. Pruitt, Ph.D.
Commissioner of Education

Introduction

Section 8302 of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act (ESSA),[1] requires the Secretary to establish procedures and criteria under which, after consultation with the Governor, a State educational agency (SEA) may submit a consolidated State plan designed to simplify the application requirements and reduce burden for SEAs. ESEA section 8302 also requires the Secretary to establish the descriptions, information, assurances, and other material required to be included in a consolidated State plan. Even though an SEA submits only the required information in its consolidated State plan, an SEA must still meet all ESEA requirements for each included program. In its consolidated State plan, each SEA may, but is not required to, include supplemental information such as its overall vision for improving outcomes for all students and its efforts to consult with and engage stakeholders when developing its consolidated State plan.

Completing and Submitting a Consolidated State Plan

Each SEA must address all of the requirements identified below for the programs that it chooses to include in its consolidated State plan. An SEA must use this template or a format that includes the required elements and that the State has developed working with the Council of Chief State School Officers (CCSSO).

Each SEA must submit to the U.S. Department of Education (Department) its consolidated State plan by one of the following two deadlines of the SEA's choice:

- **April 3, 2017**; or
- **September 18, 2017**.

Any plan that is received after April 3, but on or before September 18, 2017, will be considered to be submitted on September 18, 2017. In order to ensure transparency consistent with ESEA section 1111(a)(5), the Department intends to post each State plan on the Department's website.

Alternative Template

If an SEA does not use this template, it must:

1) Include the information on the Cover Sheet;
2) Include a table of contents or guide that clearly indicates where the SEA has addressed each requirement in its consolidated State plan;
3) Indicate that the SEA worked through CCSSO in developing its own template; and
4) Include the required information regarding equitable access to, and participation in, the programs included in its consolidated State plan as required by section 427 of the General Education Provisions Act. See Appendix B.

Individual Program State Plan

An SEA may submit an individual program State plan that meets all applicable statutory and regulatory requirements for any program that it chooses not to include in a consolidated State plan. If an SEA intends to submit an individual program plan for any program, the SEA must submit the individual program plan by one of the dates above, in concert with its consolidated State plan, if applicable.

Consultation

Under ESEA section 8540, each SEA must consult in a timely and meaningful manner with the Governor, or appropriate officials from the Governor's office, including during the development and prior to submission of its consolidated State plan to the Department. A Governor shall have 30 days prior to the

[1] Unless otherwise indicated, citations to the ESEA refer to the ESEA, as amended by the ESSA.

SEA submitting the consolidated State plan to the Secretary to sign the consolidated State plan. If the Governor has not signed the plan within 30 days of delivery by the SEA, the SEA shall submit the plan to the Department without such signature.

Assurances

In order to receive fiscal year (FY) 2017 ESEA funds on July 1, 2017, for the programs that may be included in a consolidated State plan, and consistent with ESEA section 8302, each SEA must also submit a comprehensive set of assurances to the Department at a date and time established by the Secretary. In the near future, the Department will publish an information collection request that details these assurances.

For Further Information: If you have any questions, please contact your Program Officer at OSS.[State]@ed.gov (e.g., OSS.Alabama@ed.gov).

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Cover Page

Contact Information and Signatures	
SEA Contact (Name and Position): Mary Ann Miller, Chief of Staff	Telephone: (502) 564-3141, ext. 4840
Mailing Address: Kentucky Department of Education, 300 Sower Blvd., 5th Floor, Commissioner's Office, Frankfort, KY 40601	Email Address: maryann.miller@education.ky.gov
By signing this document, I assure that: To the best of my knowledge and belief, all information and data included in this plan are true and correct. The SEA will submit a comprehensive set of assurances at a date and time established by the Secretary, including the assurances in ESEA section 8304. Consistent with ESEA section 8302(b)(3), the SEA will meet the requirements of ESEA sections 1117 and 8501 regarding the participation of private school children and teachers.	
Authorized SEA Representative (Printed Name) **Stephen L. Pruitt, Commissioner of Education**	Telephone: (502) 564-3141, ext. 4806
Signature of Authorized SEA Representative 	Date: 9/15/17
Governor (Printed Name) **Matthew G. Bevin**	Date SEA provided plan to the Governor under ESEA section 8540: 8/14/17
Signature of Governor	Date:

Programs Included in the Consolidated State Plan

Instructions: Indicate below by checking the appropriate box(es) which programs the SEA included in its consolidated State plan. If an SEA elected not to include one or more of the programs below in its consolidated State plan, but is eligible and wishes to receive funds under the program(s), it must submit individual program plans for those programs that meet all statutory and regulatory requirements with its consolidated State plan in a single submission.

☒ Check this box if the SEA has included all of the following programs in its consolidated State plan.

or

If all programs are not included, check each program listed below that the SEA includes in its consolidated State plan:

☐ Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies

☐ Title I, Part C: Education of Migratory Children

☐ Title I, Part D: Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk

☐ Title II, Part A: Supporting Effective Instruction

☐ Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement

☐ Title IV, Part A: Student Support and Academic Enrichment Grants

☐ Title IV, Part B: 21st Century Community Learning Centers

☐ Title V, Part B, Subpart 2: Rural and Low-Income School Program

☐ Title VII, Subpart B of the McKinney-Vento Homeless Assistance Act: Education for Homeless Children and Youth Program (McKinney-Vento Act)

Instructions

Each SEA must provide descriptions and other information that address each requirement listed below for the programs included in its consolidated State plan. Consistent with ESEA section 8302, the Secretary has determined that the following requirements are absolutely necessary for consideration of a consolidated State plan. An SEA may add descriptions or other information, but may not omit any of the required descriptions or information for each included program.

Plan Introduction

In December 2015, the Every Student Succeeds Act (ESSA) replaced the No Child Left Behind (NCLB) Act as federal education law and reauthorized the 50-year-old Elementary and Secondary Education Act (ESEA).

The new law has a clear goal of ensuring our education system prepares every child to graduate from high school ready to thrive in college and careers. ESSA includes some provisions that promote equitable access to educational opportunity, including holding all students to high academic standards and ensuring meaningful action is taken to improve the lowest-performing schools and schools with underperforming student groups.

Kentucky's Approach to ESSA

From the days of the Kentucky Education Reform Act in 1990, Kentucky has a long history of taking action in the best interest of our children. We do not believe in doing what is easy. We believe in doing what is right. Just this year, the Kentucky General Assembly passed, and the Governor signed sweeping education legislation **(Senate Bill 1)** that addresses standards, assessments, accountability and school improvement in concert with the requirements of ESSA. Also, in 2017, the General Assembly authorized charter schools (**HB 520** and **HB 471**), creating additional educational opportunities for Kentucky's students.

ESSA and these new state laws present an opportunity for Kentucky to renew its commitment to provide a world-class education for all students regardless of the color of their skin, their heritage, the language they speak, their family income, where they live, or whether they have a disability.

These laws have empowered Kentuckians with the freedom to plan, innovate, design and implement a quality education system that is unique to Kentucky, based on Kentucky ideals and values and will ensure opportunity and promote success for all Kentucky students. Kentucky also will provide equitable services to non-public students as required by ESSA for the various federal programs.

As Kentuckians engaged in the development of a new accountability system under ESSA and Senate Bill 1 (2017), the Kentucky Board of Education (KBE) revised its vision and the Kentucky Department of Education (KDE) simultaneously engaged in a comprehensive strategic planning process designed to bring the department's work into alignment with ESSA and new state laws.

The board's vision that each and every student is empowered and equipped with the knowledge, skills and dispositions to pursue a successful future; the department's mission to partner with districts (*also referred to as LEAs in the accountability regulation, 703 KAR 5:270*), schools, and education shareholders (term used instead of stakeholders to indicate the desire for people to invest themselves in students' futures) to provide service, support and leadership to ensure success for each and every student; and the department's underlying values of equity, achievement and integrity, provide coherence with the state's new accountability system and Consolidated State Plan which reflect these beliefs and values.

In Kentucky:

- We value **equity** so that all of our students will have the opportunity to graduate from high school with the education and skills they need to go to college or start a career of their choice.
- We value **high achievement** in academics and selection of the careers of students' choice as well as a well-rounded education for every student.
- We value **integrity** – being open, honest and transparent. We base decisions on multiple, accurate and applicable sources of evidence. We exhibit leadership, service and support in the programs and systems that promote excellence in teaching and learning in meeting the goal of every student being prepared for the next step.

The Kentucky Department of Education's Strategic Plan includes state-level goals of student readiness and agency goals that support Kentucky's State Plan by cultivating conditions for all schools and districts to achieve equitable and comprehensive success for all students and promoting a culture of collaboration and continuous improvement.

Kentucky's Consolidated State Plan is built on a foundation of rigorous standards across all academic areas and high expectations for all students. We take an intentional focus on improving low-performing students and closing the achievement gap between student groups. All indicators in our accountability system will be disaggregated and reported by student group if the group size is ten or above. Kentucky's plan for closing gaps is to move all children up, but to do so faster for those at the lowest performance levels. Through the State Plan, we will make changes to close and eliminate gaps whenever possible.

Our Consolidated State Plan ensures that:

- resources are allocated to support the learning of all students;
- all students have access to rigorous academic standards, coursework and aligned assessments;
- all students have the opportunity for rich learning experiences and a well-rounded and supportive education with emphasis in providing students with opportunities in career and technical education;
- the accountability system moves away from a system of competition among schools and districts, and away from a mentality of compliance in favor of a mindset that promotes continuous improvement;
- the school report card provides a more complete (with academic and non-academic indicators) and transparent view of each school's and district's strengths and weaknesses; and
- support is provided to schools with low performance and very low-performing student groups.

A Focus on the Future of Kentucky

Kentucky's State Plan reinforces the Commonwealth's overall strategy to grow the state's economy and improve workforce development. Governor Matt Bevin, lawmakers and state agency leaders have made it a priority that Kentucky be able to attract new employers and successfully fill jobs statewide with well-educated and skilled individuals from Kentucky.

Kentucky's Consolidated State Plan spotlights career and technical education (CTE) as a viable means to a high school diploma and preparation for postsecondary education and a career. Kentucky's approach continues to blend the lines between traditional academics and career and technical education without sacrificing the quality of either. The state's effective career pathway system includes opportunities for students to obtain a strong academic foundation along with career and technical content that is provided through seamless programs of study at the high school and postsecondary levels that lead to certifications and credentials.

Special emphasis has been placed on the ability to prepare students for the state's five highest demand industry sectors:

- Advanced Manufacturing
- Business and IT Services
- Construction
- Healthcare
- Transportation and Logistics

A job-needs analysis has defined these sectors and the corresponding career pathways that support them for each region of the state and our schools are aligning programs and offerings to equip graduates to meet the demand.

The state's new accountability system recognizes options for a student to pursue an industry certification, especially in the state's high-demand industries; engage in an approved apprenticeship; or earn dual and/or articulated credit in approved career and technical education courses while still in high school.

For all students, the system also promotes career exploration as early as middle school and other coursework that focuses on the attainment of essential workplace skills. At the high school level, demonstration of essential workplace skills is incentivized through a work ethic certification to capture evidence of a student's participation in a variety of co-curricular learning and leadership experiences.

Kentucky's Accountability System Overview

At the heart of Kentucky's State Plan is the state's newly redesigned accountability system. The system has students at its center – ensuring they are well-rounded, transition-ready, and prepared with the knowledge, skills and essential dispositions to successfully pursue the pathway of their choice after graduating from high school. The indicators of the multi-dimensional system work together to support several important concepts that promote a valuable educational experience for all of Kentucky's students:

- Stimulate higher levels of student learning and achievement;
- Reduce achievement gaps and ensure equity;
- Emphasize opportunity and access for students to receive a quality education;
- Build a culture of high expectations and continuous improvement; and
- Communicate a clear and honest understanding of the strengths and opportunities for improvement in Kentucky's schools and districts.

The system uses multiple academic and school quality measures, not a single test or indicator.

An overall rating is determined by setting standards for low to high performance on the following indicators: proficiency in reading and mathematics, separate other academic indicator for science and social studies, growth, transition readiness, graduation rate, achievement gap closure, and opportunity and access. Performance on these indicators will contribute to a school's/district's overall accountability rating. Academics will count significantly more than student quality factors. Additional information will be publicly reported to provide a complete picture of education in Kentucky.

KDE staff consulted with the KBE as the accountability system was developed (**February 7, 2017**, Item III. and **April 11, 2017 meeting**, Item III.) and brought the regulation that provides the specifics of the system before the board (**June 7, 2017 meeting,** Item XXI.) for a first reading. Feedback was gathered from board members on potential edits to the regulation and the revised regulation came back to the KBE (**August 2, 2017 meeting**, Item III) for a second reading. A third reading and approval of 703 KAR 5:270, Kentucky's accountability system, occurred during a special called meeting on **August 23, 2017** (Item VI.A.). Following approval by the board, a public hearing on the regulation will be held and then it will undergo review by the Legislative Research Commission's legislative committee review process. Once all of these steps are completed, the accountability system will go into effect in the 2018-19 school year.

Below is a high level summary of the accountability system.

Kentucky's Accountability System at a Glance

Indicators	Measures
Proficiency *Reaching the desired level of knowledge and skills in reading, writing and mathematics as measured on state academic assessments.*	• Student performance on state-required tests in reading/writing and mathematics (equal weight for each). • Schools earn credit based on student performance levels: Novice (0), Apprentice (.5), Proficient (1), and Distinguished (1.25). • Student performance aggregated to school, district and state levels.
Separate Other Academic Indicator *Reaching the desired level of knowledge and skills in science and social studies as measured on state academic assessments.*	• Student performance on state-required tests in science and social studies (equal weight for each). • Schools earn credit based on student performance levels: Novice (0), Apprentice (.5), Proficient (1), and Distinguished (1.25). • Student performance aggregated to school, district and state levels.
Growth (elementary/ middle schools only) *A student's continuous improvement toward the goal of proficiency and beyond.*	• Comparing prior and current year student performance in reading and mathematics (equal weight) as measured on state assessments, a school earns credit for students who meet or are on track to meet their annual personal target for improvement based on an individual student trajectory toward proficiency. • Credit is based on how much students "catch up, keep up or move up" performance. Student regression takes away credit. • English learners generate credit as they make progress toward achieving English proficiency.

Graduation Rate (high school only) *Percentage of students completing the requirements for a Kentucky high school diploma compared to a cohort of students beginning in grade 9.*	• The graduation rate is measured by the number of students who graduate within a specified period divided by the number of students who form the adjusted cohort for the graduating class. • Kentucky uses a 4-year and an extended 5-year adjusted cohort in accountability (weighted equally), which recognizes the persistence of students and educators in completing the requirements for a Kentucky high school diploma. • Schools with a graduation rate of less than 80 percent based on the 4-year adjusted cohort rate will be identified for Comprehensive Support and Improvement.
Transition Readiness *Attainment of the knowledge, skills and dispositions for a student to successfully transition to the next level of his or her education career.*	**Elementary and Middle School requirements:** • Students generate credit for a school by meeting a benchmark on a composite score that combines student performance in reading, mathematics, science (in elementary at grade 4; in middle at grade 7), social studies and writing (in elementary at grade 5; in middle at grade 8). **High School requirements:** • Schools earn credit when students earn a regular or alternative high school diploma and achieve academic readiness; career readiness (additional credit for those in high-demand sectors); or military readiness as defined; and when English learners meet the criteria for English language proficiency to be English language ready.

Achievement Gap Closure
Reducing the disparity in performance between student groups with a goal of reducing or closing the gap by moving all students to higher levels and moving those at the lowest levels more rapidly.
	• Measured on student group performance on state assessments (combined reading/writing, mathematics, science and social studies) in two ways.
	  ○ Gap to Group – Student group performance compared to a reference student group (highest performing group with 10 or more students and at least 10 percent of the student population). Schools earn credit based on whether they are closing the gap between the student group and reference student group.
	  ○ Gap to Proficiency – Student group performance compared to proficiency. Schools earn credit based on how closely the percent proficient and above in each student group compares to the group's combined content area annual target toward proficiency.
	• Both measures are reported separately for each group of 10 or more students. A statistical process is used to ensure that schools are not penalized for a small group size.
	• Measures combined (Gap to Group 33 percent, Gap to Proficiency 67 percent) to produce indicator score.

Opportunity and Access
Equitable availability to research-based student experiences and school factors that impact student success.
 	
NOTE: Measures are strongly tied to equity (ensure every student has equitable opportunity and access to standards, content, programs, quality educators, and educational experiences that support and lead to student success) to help ensure <u>all</u> students have robust experiences that are precursors to high achievement and growth.
	• ***Required*** measures include those focused on:
	  ○ *rich curriculum:* access to standards-based, visual and performing arts; health and physical education; science; social studies; CTE (MS/HS); cultural studies and/or world languages (HS); essential skills (MS/HS);
	  ○ *equitable access:* proportionality of student group access to gifted and talented services; rigorous coursework; and
	  ○ *school quality:* chronic absenteeism, behavior events, and restraint and seclusion.
	• ***Selected*** Measures:
	whole child supports: Schools will ***choose*** an additional two measures of whole child supports from an approved list (access to school-based counselor and/or mental health services provider; nurse or other health services provider; librarian/media specialist; family resource/youth services center; teachers with certification in their specialized area; and career counselors/career coaches).
	• ***Reported measures*** (not included in school/district rating, but are reported for transparency): state-funded preschool rating; percentage of students in half-day vs. full-day kindergarten; percentage of teacher turnover and first-year teachers; student group out-of-school suspensions proportionate to group enrollment.
	Local Measure (LEA only) *Locally-defined measure that highlights an area for improvement or objective of a charter school or local district (LEA).* Each LEA shall propose to and negotiate with the Kentucky Department of Education the targeted multi-year goal or objective that is SMART (specific, measurable, achievable, relevant, and time-bound) and meets specific criteria.

The Overall Accountability Rating

Each school and district (LEA) will be assigned an overall rating of one to five stars (with five stars being the best), based on a profile of performance on the measures and indicators.

Performance levels are based on standards of excellence instead of a normative comparison of schools. Kentucky educators will determine, through a standard-setting process, the performance required for each of five levels of performance that range from very low to very high. The performance levels on the indicators form a school profile that will determine a school's overall rating with academic indicators most heavily factored in the determination of the overall rating.

Overall Rating *Based on the strength of performance on rated indicators and measures.* .	★★★★★ (5 stars)
	★★★★ (4 stars)
	★★★ (3 stars)
	★★ (2 stars)
	★ (1 star)

To earn a 4-star or 5-star rating, a school/district must have reduced achievement gaps; any school/district with a significant gap issue will earn a 3-star rating at the most. A federal student demographic group designation will note schools identified for Targeted Support and Improvement (TSI) and Comprehensive Support and Improvement (CSI).

Accountability System Highlights

- Achievement Gap Closure is at the center of the system with other components designed to close the gap faster.
- With the importance of closing the achievement gap, schools that excel at gap closure, as well as those that are struggling to close the gap, will be easily identified with the achievement gap closure indicator.
- Academic achievement is measured on more than reading and mathematics, with the inclusion of a separate other academic indicator for science and social studies, to promote a well-rounded educational experience and the opportunity for students to demonstrate math and reading skills in other content areas.
- The growth indicator is based on individual student targets and his/her progress toward proficiency rather than a comparison to other students.
- For the first time, the proposed system includes an indicator to ensure every student has equitable opportunity and access to standards, content, programs, quality educators, and educational experiences that support and lead to student success.
- As part of the opportunity and access indicator, there is an emphasis on the development of essential skills and characteristics needed for postsecondary and workplace success.
- The transition readiness indicator gives students choice by offering academic readiness, career readiness and military readiness. A student may choose to pursue more than one readiness area.
- Special attention has been given to ensure the system is fair, reliable, minimizes “gaming”

and reduces other unintended consequences.

- The accountability system also includes an optional competency-based education and assessment pilot. At the heart of competency-based assessment is a commitment to ensure students master standards.
- The proposed accountability system is intended to be flexible so it can adapt without requiring extensive modifications as new assessments are implemented and/or additional measures for the system are developed.

Accountability Reporting

A school's or district's performance will be reported in an online report card. The first page for each school or district will show a dashboard displaying the overall rating and the performance on indicators from which it is derived.

Kentucky's accountability system includes both indicators that contribute to a formal accountability rating and measures that are reported but are not associated with a formal rating. The reported-only measures provide a broader view of performance through information that is clear, accurate, evaluated and actionable.

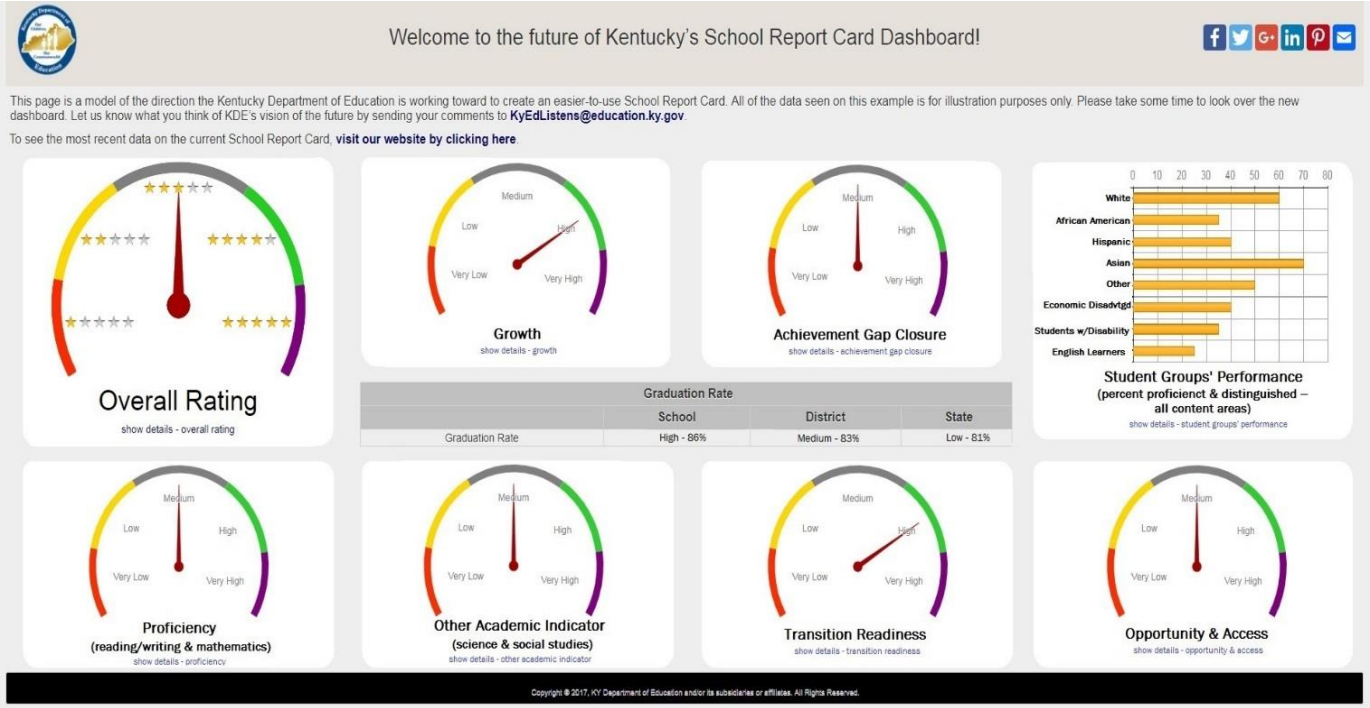
The disaggregation of individual student group data will be accessible at the click of a mouse or keyboard stroke, as will the reported-only measures.

Progress toward long-term and interim goals will be reported annually.

Parents and guardians will still receive individual reports for their students' performance on state assessments. Below is a draft mock-up of Kentucky's School Report Card Dashboard that is under development.

Note: The graphic below shows the concept of the dashboard. The design is still being finalized.

Concept Draft



School Improvement and Support

Kentucky has been recognized nationally for its success in the area of school improvement. (See the study by Mass Insight found at the following link: **https://cepa.stanford.edu/sites/default/files/wp17-05-v201706.pdf**). Looking forward and considering the freedoms permitted in ESSA, Kentucky seeks to expand upon its successes to continue serving its struggling schools.

In accordance with the provisions of the Every Student Succeeds Act and Kentucky's **Senate Bill 1** (2017), Title I and non-Title I schools with low accountability performance and ratings will be identified for Targeted Support and Improvement as well as Comprehensive Support and Improvement. Kentucky has chosen to identify both Title I and non-Title I schools in an effort to provide equitable support for all of the state's students.

- Targeted Support and Improvement –
  - ✓ Tier I Targeted Support and Improvement – Schools that include one or more subgroups performing as poorly as all students in any of the lowest performing 10% of Title I schools or non-Title I schools (by level – elementary, middle, or high school) based on school performance, for two consecutive years (identified annually, beginning school year 2020-2021)
  - ✓ Tier II Targeted Support and Improvement – Schools that include one or more subgroups performing as poorly as all students in any lowest performing 5% of Title I schools or non-Title I schools (by level – elementary, middle, or high school) based on school performance

(identified annually beginning school year 2018-2019)

- Comprehensive Support and Improvement – Identified annually
  - ✓ Bottom 5 percent of Title I or non-Title I schools (by level – elementary, middle, or high school); OR
  - ✓ A high school with less than an 80 percent graduation rate, based on the 4-year adjusted graduation rate; OR
  - ✓ A Title I or non-Title I school that was previously identified for Tier II Targeted Support and Improvement for at least 3 years and has not exited.

The support provided by the state will be differentiated depending on school need, state capacity and other relevant factors.

The state regulation governing School Improvement and Support under ESSA and Senate Bill 1 is scheduled go to the Kentucky Board of Education for its first reading during the fall of 2017.

Standards Revision

Kentucky has begun a standards development/revision and adoption process as has been recently specified in state statute per Kentucky **Senate Bill 1 (2017)** to include Kentucky educators, business and industry professionals and representatives from higher education. This process will allow for a thorough consideration by shareholders to ensure the standards meet the needs of Kentucky's students.

Advisory Panels and a Standards and Assessment Review Development Committee for each content area will conduct the revision process. Shareholder feedback is being gathered at the onset of the standards development process as well as during a public review/comment period so as to allow all Kentuckians an opportunity to participate.

A Standards and Assessment Process Review Committee will review the entire process that was used for revision/replacement to ensure that shareholders had an adequate opportunity for input and if this committee finds that the process was sufficient, the recommended standards will go to the KBE for approval.

Once the Kentucky Board of Education approves the revised standards, they will proceed through the regulatory review process, including a public hearing and review by the Legislative Research Commission's legislative committees. Standards will be implemented in all Kentucky public schools no later than the second academic year following the revision process. As specified in Senate Bill 1 (2017), the current **Kentucky Academic Standards** (KAS) will remain in place until the revision process is completed and the new standards are adopted by the Kentucky Board of Education. Revisions to assessments, in order to align with the new standards, will lag behind the standards revisions by at least one year.

Reading and writing, mathematics, health, physical education, computer science and career studies standards will be the first content areas to undergo revision during 2017. Following these, social studies, world languages and library/media standards will be revised. Then, science will occur in 2020 and arts in 2021. Thereafter, revisions will occur on a rotating cycle every six years.

State Plan Goals

Goals provide concrete, measurable indicators of aspirations and benchmarks against which to measure progress. The goals are based on improvement of performance for a class of students starting in kindergarten for the first year of the plan and graduating in the year 2030. Intermediate goals also are established in three-year intervals from a 2018-19 baseline to 2030.

In general, Kentucky's goals are to:

- Increase academic achievement significantly for all students in the state;
- Decrease the achievement gap to 100 percent proficiency of all students and each student group by 50 percent;
- Significantly increase the cohort graduation rate to 95 percent (4-year rate) and 96 percent (5-year extended rate) for all students and each student group through reducing by 50% the gap between the baseline and graduation rate and the end goals of 95% and 96%; and
- Increase the proportion of proficient English language learner (EL) students making significant progress toward becoming proficient in the English language.

Specific goals are set for each student group based on where it starts and the desired outcome. These are very ambitious goals. This rate of improvement has never been seen in Kentucky or any state in the nation. *(See specific goals starting on page 142.)*

Improvement Over Previous Elementary and Secondary Education Act (ESEA) Plan and System of Accountability

Kentucky's Consolidated State Plan under ESSA transcends the previous system under its federal predecessor, NCLB, and provides real promise of finally closing achievement gaps and success for all students.

In Kentucky, we believe that opportunity gaps, low expectations and the lack of access to rigorous, high-quality learning opportunities contribute to achievement gaps. Throughout the new accountability system, there is an intentional focus on improvement for all students and closing the gap between student groups. With opportunity and access, Kentucky directly looks at the experiences student groups are receiving with rich curriculum including career exploration and essential skills; equitable access to gifted and talented services and advanced coursework; the school quality measure of chronic absenteeism and whole child supports.

The theory of action is that Kentucky will see the gap between student group performances decrease if all students and student groups are held to the same high expectations, are in attendance and receive rich learning experiences.

Under NCLB, accountability became solely about test results, school performance and a narrowing of the curriculum. It created competition among schools and decision making that often served to support the best interest of adults rather than students. Kentucky's new accountability system places the focus back on the student.

The system provides an emphasis on strong, standards-based instruction and new assessments that are aligned with rigorous standards. It includes a broader view of student proficiency with

the inclusion of science and social studies state assessment results, rather than just math and reading. A key principle is to hold all students to high expectations and the same rigorous standards for proficient performance and transition readiness.

While Kentucky's accountability system under ESSA does rely heavily on the results of state assessments for many of its indicators, it gets away from solely relying on "high-stakes testing" of the past by also incorporating measures of a rich curriculum – including the visual and performing arts, health and physical education, cultural studies and/or world language – along with equitable access, school quality and whole child supports under the opportunity and access indicator.

Furthermore, the individual choices that are offered under the transition readiness indicator at the high school level provide students with real options for graduating from high school and either pursuing a career, going to college or enlisting in the military or a combination thereof.

Community Engagement and State Plan Development

KDE recognizes that ongoing and meaningful shareholder engagement is essential to the effective development and successful implementation of Kentucky's State ESSA Plan.

Thus, the plan and more specifically its centerpiece, a new accountability system, has been developed by a very transparent and inclusive process over the last year and a half, with the input of thousands of Kentuckians.

In spring 2016, Commissioner of Education Stephen Pruitt and Associate Commissioner for the Office of Assessment and Accountability Rhonda Sims embarked upon a series of 10 face-to-face **Town Hall meetings** held across Kentucky and one conducted virtually. The Town Halls were publicized widely including on **social media**, by **partner organizations**, through the commissioner's **weekly email** to superintendents and principals, in the commissioner's **blog** and in ***Kentucky Teacher***, the department's online publication for teachers. Participants told KDE what they valued in their schools and how they defined school success. There was strong **media coverage** of the actual events and an online survey provided additional opportunities for feedback. More than 3,000 people participated with KDE using the **comments** to shape the work that led to the development of the new accountability system and ultimately to the state plan.

All during the process, department staff have been intentional in making sure representation from all shareholder groups were at the table – on the **Accountability Steering Committee** and work groups – as a public education system was built under ESSA that would promote quality programs, school improvement, educational access and create more opportunities for all students. In summer 2016, KDE assembled nearly 200 diverse individuals and assigned them to work groups to examine the issues based on the system's goals and make recommendations on a new accountability system that would be a catalyst for school improvement and every child succeeding.

Five work groups conducted the detailed work in these areas: **Educational Innovations**, **Opportunity and Access**, **College and Career Readiness**, **Assessment** and **School**

Improvement. Each work group consisted of approximately 10-30 persons selected for their expertise and diversity of perspective and experience.

Additionally, a **Systems Integration** work group was charged with integrating the work of the five work groups into a coherent set of recommendations that would specify the key design features of the accountability system. The **Consequential Review** work group would check for possible unintended consequences of the recommended system; and the **Regulatory Review** work group would check for possible legal issues, including whether the recommendations met federal and state requirements, whether any recommendations conflicted with federal and state requirements, and whether the recommendations implied any recommendations for requests for changes in state law.

See Appendix C, page 160 for a list of Steering Committee and Work Group meetings.

Developing Kentucky's Accountability System

*Updated regularly on progress and asked for input

As the accountability system developed, the department sought input through meetings with the commissioner's existing advisory groups which included **teachers**, **principals**, **superintendents**, **local school board members**, **parents**, **students** and representatives from **career and technical education**, **exceptional children**, **gifted and talented children** and the **School Curriculum, Assessment and Accountability Council** as well as partner groups and legislators.

In March 2017, with the basic tenants of a new system in place, the department once again embarked on a series of **Town Hall meetings** across the state and posted online resources as well as an additional online opportunity for feedback. Again, the meetings were publicized widely including on **social media**, by **partner** organizations, through the commissioner's **weekly email** to superintendents and principals, in the department's ***Parent Info*** newsletter

and in ***Kentucky Teacher***. This time, more than 2,000 people participated and even more received the message about the configuration of the system through blogs and **media coverage.** The department developed a **summary of comments** that was further used to refine the accountability model.

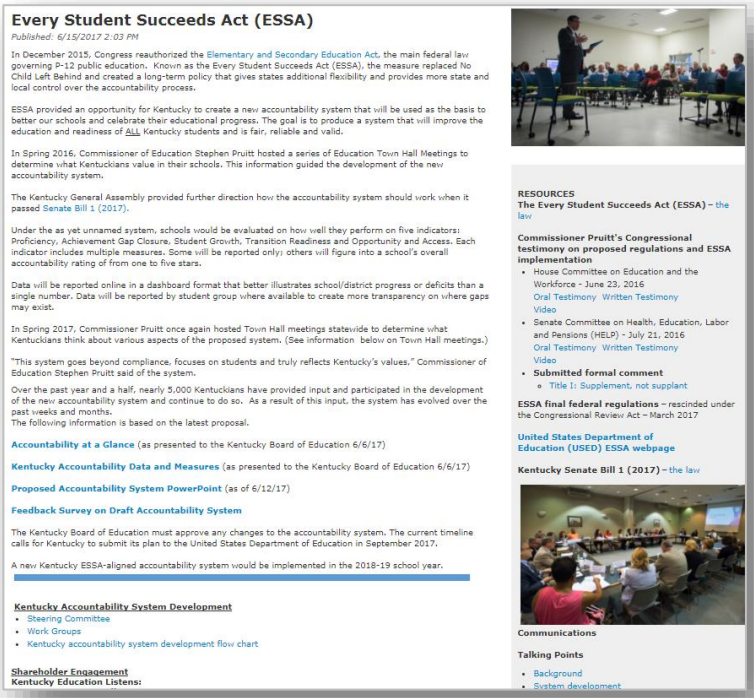
Additional community engagement opportunities included the commissioner's advisory councils and a wide array of speaking engagements Commissioner Pruitt made (see below beginning on p.23).

Also, each year the commissioner presents a State of Kentucky Education Report that documents current school performance, areas of excellence and identifies areas for improvement. The **2017 State of Kentucky Education Report** included an original research study, *A Focus on Equity for All Students*, which highlighted the achievement gap, disparity in expectations and the lack of opportunity and access for various student groups, which informed the new accountability system and Kentucky's Consolidated State Plan.

Finally, as the accountability system and State Plan were completed, the department sent out a notice of public comment on Wednesday, August 16, 2017, through a variety of communication channels. A final public comment period was provided from August 16-September 5, 2017 with comments accepted through email, mail and an online survey. Changes were made to the plan as a result of reviewing the comments.

Below is a screenshot of the Kentucky Department of Education website's main page (**www.education.ky.gov**) with a link to the ESSA webpage.

Below is a screenshot of the Kentucky Department of Education ESSA webpage **(http://bit.ly/KYAcccountability).**



Every Student Succeeds Act (ESSA)

Published: 6/15/2017 2:03 PM

In December 2015, Congress reauthorized the Elementary and Secondary Education Act, the main federal law governing P-12 public education. Known as the Every Student Succeeds Act (ESSA), the measure replaced No Child Left Behind and created a long-term policy that gives states additional flexibility and provides more state and local control over the accountability process.

ESSA provided an opportunity for Kentucky to create a new accountability system that will be used as the basis to better our schools and celebrate their educational progress. The goal is to produce a system that will improve the education and readiness of ALL Kentucky students and is fair, reliable and valid.

In Spring 2016, Commissioner of Education Stephen Pruitt hosted a series of Education Town Hall Meetings to determine what Kentuckians value in their schools. This information guided the development of the new accountability system.

The Kentucky General Assembly provided further direction how the accountability system should work when it passed Senate Bill 1 (2017).

Under the as yet unnamed system, schools would be evaluated on how well they perform on five indicators: Proficiency, Achievement Gap Closure, Student Growth, Transition Readiness and Opportunity and Access. Each indicator includes multiple measures. Some will be reported only; others will figure into a school's overall accountability rating of from one to five stars.

Data will be reported online in a dashboard format that better illustrates school/district progress or deficits than a single number. Data will be reported by student group where available to create more transparency on where gaps may exist.

In Spring 2017, Commissioner Pruitt once again hosted Town Hall meetings statewide to determine what Kentuckians think about various aspects of the proposed system. (See information below on Town Hall meetings.)

"This system goes beyond compliance, focuses on students and truly reflects Kentucky's values," Commissioner of Education Stephen Pruitt said of the system.

Over the past year and a half, nearly 5,000 Kentuckians have provided input and participated in the development of the new accountability system and continue to do so. As a result of this input, the system has evolved over the past weeks and months.
The following information is based on the latest proposal.

Accountability at a Glance (as presented to the Kentucky Board of Education 6/6/17)

Kentucky Accountability Data and Measures (as presented to the Kentucky Board of Education 6/6/17)

Proposed Accountability System PowerPoint (as of 6/12/17)

Feedback Survey on Draft Accountability System

The Kentucky Board of Education must approve any changes to the accountability system. The current timeline calls for Kentucky to submit its plan to the United States Department of Education in September 2017.

A new Kentucky ESSA-aligned accountability system would be implemented in the 2018-19 school year.

Kentucky Accountability System Development
- Steering Committee
- Work Groups
- Kentucky accountability system development flow chart

Shareholder Engagement
Kentucky Education Listens:

RESOURCES
The Every Student Succeeds Act (ESSA) – the law

Commissioner Pruitt's Congressional testimony on proposed regulations and ESSA implementation
- House Committee on Education and the Workforce - June 23, 2016
  Oral Testimony Written Testimony
  Video
- Senate Committee on Health, Education, Labor and Pensions (HELP) - July 21, 2016
  Oral Testimony Written Testimony
  Video
- **Submitted formal comment**
  - Title 1: Supplement, not supplant

ESSA final federal regulations – rescinded under the Congressional Review Act – March 2017

United States Department of Education (USED) ESSA webpage

Kentucky Senate Bill 1 (2017) – the law

Communications

Talking Points
- Background
- System development

The chart below illustrates many of the shareholder opportunities that Kentucky residents had to provide input on the new accountability system during its development and refinement.

Shareholder Engagement Opportunities

Date	Forum	Audience/Topic
March 14, 2016	Town Hall Meeting – Shelbyville	Educators/Parents/ General Public – ESSA Requirements/ How Do You Define School Success?
March 22, 2016	**Town Hall Meeting – Campbellsville**	Educators/Parents/ General Public – ESSA Requirements/ How Do You Define School Success?
March 29, 2016	Town Hall Meeting – Owensboro	Educators/Parents/ General Public – ESSA Requirements/ How Do You Define School Success?

March 31, 2016	**Town Hall Meeting – Hazard**	Educators/Parents/ General Public – ESSA Requirements/ How Do You Define School Success?
April 7, 2016	**Town Hall Meeting – Lexington**	Educators/Parents/ General Public – ESSA Requirements/ How Do You Define School Success?
April 11, 2016	**Town Hall Meeting – Corbin**	Educators/Parents/ General Public – ESSA Requirements/ How Do You Define School Success?
April 18, 2016	**Town Hall Meeting – Ashland**	Educators/Parents/ General Public ESSA Requirements/ – How Do You Define School Success?
April 21, 2016	**Town Hall Meeting – Louisville**	Educators/Parents/ General Public – ESSA Requirements/ How Do You Define School Success?
April 25, 2016	**Town Hall Meeting – Northern Kentucky**	Educators/Parents/ General Public – ESSA Requirements/ How Do You Define School Success?
April 27, 2016	**Town Hall Meeting – Bowling Green**	Educators/Parents/ General Public – ESSA Requirements/ How Do You Define School Success?
April 28, 2016	**Town Hall Meeting – Murray**	Educators/Parents/ General Public – ESSA Requirements/ How Do You Define School Success?
May 6, 2016	**All Kentucky Department**	KDE Employees –

	of Education (KDE) Town Hall Meeting	ESSA Requirements/ How Do You Define School Success?
	Superintendent Summit	Superintendents – ESSA Requirements/ How Do You Define School Success?
	How Do You Define School Success Survey	Educators/Parents/ General Public – How Do You Define School Success?
June 3, 2016	Commissioner's Parents Advisory Council Meeting	Parents – Development of new accountability system and feedback from group
June 7, 2016	Virtual Town Hall Meeting	General Public – Virtual/recorded for those unavailable
June 9-10, 2016	State Advisory Panel for Exceptional Children	Parents, Higher Ed, Individuals w/Disabilities, State and Local Officials, Cabinet for Health Services, Education and Workforce Dev. Cabinet, KDE Staff – ESSA Overview
June 10, 2016	Kentucky Association of Professional Educators	Teachers – Future of Accountability under ESSA
June 27, 2016	Teachers Advisory Council	Teachers – Future of Accountability under ESSA
July 15, 2017	Kentucky Chamber of Commerce Business Summit	Business People – ESSA/Career and Tech Education/Closing the Achievement Gap
July 19, 2016	Kentucky Association of School Librarians	School Librarians/Media Specialists – ESSA Requirements and Opportunities
July 22, 2016	Kentucky Association of School Administrators	Principals & Superintendents –

		ESSA & Accountability Update
July 28, 2016	Jefferson County Asst. Principals Conference	Asst. Principals – ESSA & Accountability Update
July 28, 2017	Superintendents Advisory Council	Superintendents – Update on Every Student Succeeds Act (ESSA)/new accountability system
July 29, 2016	Priority Teacher Institute Jefferson County	Teachers at low-performing schools – Closing the Achievement Gap
August 15, 2016	Interim Joint Committee on Education	Legislators – The Every Student Succeeds Act
August 22, 2016	Senate Education Committee	Legislators – ESSSA Implementation in Kentucky
September 1, 2016	Principal's Advisory Council	Principals – ESSA Overview and accountability update
Sept. 13, 2016	Kentucky Association of School Councils	School Council Members – ESSA and closing the achievement gap
Sept.15, 2016	Directors of Pupil Personnel	District Pupil Personnel Directors – Chronic Absenteeism and ESSA
Sept. 20, 2016	Continuous Improvement Summit	Teachers and Administrators – ESSA and closing the achievement gap
Sept. 23, 2016	Ky. Assoc. of Teacher Educators	College of Education faculty – ESSA and closing the achievement gap
September 29, 2016	Kentucky Assn. of Education Cooperative Directors	Co-op directors – ESSA and accountability update
September 29-	State Advisory Panel for	Parents, Higher Ed, Individuals

30, 2016	Exceptional Children	w/Disabilities, State and Local Officials, Cabinet for Health Services, Education and Workforce Dev. Cabinet, KDE Staff – Review of ESSA Feedback Letter from KDE and ESSA Feedback from KDE Town Halls
October 2016-present	**School Report Card online feedback**	General public – School Report Card data and features
October 3, 2016	Lexington Urban League	Community members – ESSA and closing the Achievement Gap
Oct.10, 2016	Interim Joint Committee on Education	Legislators – Status of new Accountability System
Oct. 15, 2016	PRICHARD Committee fall meeting	Education advocates/parents – Making accountability everyone's business
Oct.24, 2016	Kentucky Education Action Team(KEAT	Education partner group – ESSA and accountability update
Oct. 25, 2016	Superintendent's Advisory Council	Superintendents – ESSA and accountability update
Oct. 26, 2016	Local School Board Member Advisory Council	Local School Board Members – Update and feedback from members on ESSA/new accountability system
Oct. 27, 2016	Commissioner's Student Advisory Council	High School Students – Update, Q&A and feedback on ESSA/new accountability system
Nov. 4, 2016	Parent's Advisory Council	Parents – New accountability system & feedback
Nov. 9, 2016	Teachers Advisory Council	Teachers –

		ESSA/Accountability/School Report Card
Nov. 14, 2016	Interim Joint Committee on Education	Legislators – ESSA and accountability in Kentucky
November 15, 2016	Business and Industry Focus Group	Members of the business community – Career and technical education
November 15, 2016	Postsecondary Focus Group	State college/university staff – Alignment with postsecondary requirements
Dec. 6, 2016	Superintendent Summit	Superintendents – ESSA and accountability update
Dec. 13, 2016	Principal's Advisory Council	Principals – ESSA/Accountability update/School Report Card
Jan. 17, 2017	Local School Board Member Advisory Council	Local School Board Members – Accountability update and feedback and ESSA implementation
Jan. 24, 2017	Superintendent's Advisory Council	Superintendents – ESSA implementation & accountability update/feedback
Feb 14, 2017	Shelbyville Rotary	Business people – ESSA and accountability in KY
Feb. 14, 2017	Education Assessment & Accountability Review Subcommittee	Legislators/Legislative staff – inclusion of special populations in the state assessment accountability
March 9, 2017	Principals Advisory Committee	Principals – Kentucky's accountability system update with discussion and feedback from members

March 10, 2017	Teachers Advisory Council	Teachers – Kentucky's accountability system & School Report Card
March 13, 2017	**Town Hall Meeting – Northern Kentucky**	Educators/Parents/ General Public – KY's Proposed Accountability System
March 22, 2017	**Town Hall Meeting – Louisville**	Educators/Parents/ General Public – KY's Proposed Accountability System
April 4, 2017	**Superintendent's webcast**	Superintendents – Senate Bill 1 (2017) and Charter Schools
April 10, 2017	**Town Hall Meeting – Paducah**	Educators/Parents/ General Public – KY's Proposed Accountability System
April 13, 2017	**Town Hall Meeting – London**	Educators/Parents/ General Public – KY's Proposed Accountability System
April 17, 2017	**Town Hall Meeting – Morehead**	Educators/Parents/ General Public – KY's Proposed Accountability System
April 18, 2017	**Town Hall Meeting – Elizabethtown**	Educators/Parents/ General Public – KY's Proposed Accountability System
April 20, 2017	**Town Hall Meeting – Glasgow**	Educators/Parents/ General Public – KY's Proposed Accountability System
April 24, 2017	Local School Board Member Advisory Council	Local board members – Update and feedback regarding the proposed new accountability/SB1
April 25, 2017	**Town Hall Meeting – Lexington**	Educators/Parents/ General Public – KY's Proposed Accountability System
April 27, 2017	Student Advisory Council	Students –

		Update, Q&A and feedback from members on new accountability system
April 27, 2017	**Town Hall Meeting – Prestonsburg**	Educators/Parents/ General Public – KY's Proposed Accountability System
May 1, 2017	**Town Hall Meeting – Henderson**	Educators/Parents/ General Public – KY's Proposed Accountability System
May 3, 2017	Superintendent's Advisory Council	Superintendents – Update/feedback on accountability system/SB1
March 13- May 22, 2017	**Draft Accountability Plan Survey**	Public audience – Online survey
June 9, 2017	Principals Advisory Council	Principals – Accountability System Update/Feedback
June 12, 2017	Let's TALK Conference	Teachers & Administrators – Accountability System Update
June 14, 2017	Murray State College and Career Readiness Summit	Teachers & Administrators – Accountability System Update
June 16, 2017	Teacher's Advisory Council	Teachers – Accountability System Update/ Feedback
July 7, 2017	Kentucky School Boards Association	Local School Board Members – Accountability System Update/ Feedback
July 10, 2017	Interim Joint Committee on Education	Legislators – Kentucky's proposed accountability system
July 12, 2017	National Technical Advisory Panel on Assessment and Accountability (NTAPAA)	National Testing Experts Kentucky's proposed accountability system

July 28, 2017	Kentucky Association of School Administrators	Superintendents and principals – Kentucky's proposed accountability system
August 16-Sept. 5, 2017	Final Consolidated State Plan Comment Period	Public audience – Written/email/online collector

A. Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies (LEAs)

1. Challenging State Academic Standards and Assessments *(ESEA section 1111(b)(1) and (2) and 34 CFR §§ 200.1−200.8.)*[2]

The **Kentucky Academic Standards** (KAS), grades Primary-12, help ensure that all students across the state are focusing on a common set of standards and have opportunities to learn at a high level. This document, which is incorporated by reference into state regulation **704 KAR 3:303, Required Academic Standards**, provides administrators, teachers, parents and other shareholders in local districts with a basis for establishing and/or revising their curricula. Kentucky is committed to standards that focus on critical knowledge, skills and capacities needed for postsecondary readiness and success in the global economy.

The KAS specifies the content for the required credits for high school graduation as well as primary, intermediate and middle level programs leading up to these requirements. Schools and school districts are charged with identifying the content for elective courses and designing instructional programs for all areas. Schools and school districts also are responsible for coordinating curricula across grade levels and among schools within districts. A coordinated curricular approach ensures that all students have opportunities to experience success with Kentucky's learning goals and academic expectations.

The KDE is in the process of aligning course codes to the Kentucky Academic Standards to ensure equitable access to rigorous courses for ALL students. The course codes will support the importance of providing students the opportunity to enroll in courses in all subject areas and improve the quality education experience and exposure throughout their education career.

Kentucky has begun a standards development/revision and adoption process as has been recently specified in state statute per Kentucky Senate Bill 1 (2017) to include Kentucky educators, business and industry professionals and representatives from higher education. This process will allow for a thorough consideration of how much change is needed to ensure the standards meet the

[2] The Secretary anticipates collecting relevant information consistent with the assessment peer review process in 34 CFR § 200.2(d). An SEA need not submit any information regarding challenging State academic standards and assessments at this time.

needs of Kentucky's students. Advisory Panels and a Standards and Assessment Review Development Committee for each content area will conduct the revision process and decide how much revision/replacement of existing standards is needed. Shareholder feedback is being gathered at the onset of the standards development process as well as during a public review/comment period so as to allow all Kentuckians an opportunity to participate.

A Standards and Assessments Process Review Committee will review the entire process that was used for revision/replacement to ensure that shareholders had an adequate opportunity for input and if this committee finds that the process was sufficient, the recommended standards will go to the KBE for approval. Once the state board approves the revised standards, they will proceed through the regulatory review process, including a public hearing and review by the Legislative Research Commission's legislative committees. Standards will be implemented in all Kentucky public schools no later than the second academic year following the revision process. As specified in Senate Bill 1 (2017), the current KAS will remain in place until the revision process is completed and the new standards are adopted by the KBE. Revisions to assessments, in order to align these with the new standards, will lag behind the standards revisions by at least one year.

Reading and writing, mathematics, health, physical education, computer science and career studies standards will be the first content areas to undergo revision during 2017. Following these, social studies, world languages and library/media standards will be revised. Then, science will be considered for revisions in 2020 and arts in 2021. Thereafter, revisions will occur on a rotating cycle every six years.

As well as establishing the requirement for standards that is described above, Senate Bill 1 (2017) established the requirement for Kentucky-developed assessments. It also outlines processes to ensure the alignment between the state's standards and its assessments. The new law defines the state testing requirements and provides broad parameters for the Commonwealth's accountability system. With the exception of a college admissions exam at grades 10 and 11, summative assessments must be developed by Kentucky educators.

SB1 requires assessments in reading, writing (i.e., on-demand tests and editing and mechanics) and mathematics. Consistent with ESSA, reading and mathematics are required annually in grades 3-8 and once at high school. Writing, science and social studies are required once per grade span (i.e., elementary, middle and high school). A college admissions exam is required to be administered at grades 10 and 11. Students with the most significant cognitive disabilities, approximately one percent of Kentucky's students, participate in the alternate assessment aligned with alternate academic achievement standards (AA-AAAS). The law charges the Kentucky Board of Education to revise the annual statewide assessment program as needed to ensure alignment between assessments and revised academic standards.

SB1 removes previously-used norm-referenced test components and requires criterion-referenced tests based on Kentucky standards. A variety of assessment types are allowable including multiple-choice, open response, competency-based and performance items. A subset of operational items will be released from the summative tests annually.

With the standards revision schedule and processes provided in SB1, the assessment program will experience change periodically. Since standards are revised on a rotating schedule, associated assessments will also be subject to this same pattern with a delay for development and field testing. The first change is underway currently with the revision of standards for reading, writing and mathematics to be followed by the development of new assessments. In these content areas and social studies, existing standards and assessments continue in school year 2017-18 at elementary and middle school levels. In science, a new operational assessment begins in 2017-18. At elementary and middle school levels, Kentucky's existing assessments are custom developed. As required by SB1, they are based on Kentucky standards and involve Kentucky educators in the development process. This is not the case for Kentucky's current high school end-of-course program.

At high school, an immediate change is necessary for 2017-18 based on three factors: SB1 became state law, the Kentucky Department Education ended its use of an off-the-shelf product for this test and ACT, Inc. stopped producing QualityCore® end-of-course tests. Beginning with the 2011-12 and continuing through the 2016-17 school year, Kentucky administered QualityCore® end-of-course assessments in Algebra II, English II, Biology and U.S. History. During recent peer review conversations with the U.S. Department of Education (USED), the state agency indicated that 2017-18 would be a transition year for its assessment and accountability program and a development year for high school assessments. Kentucky will develop and field test in the spring of 2018 end-of-course tests in Algebra II, Biology and English II. A new U.S. History test will be developed after standards are revised and field tested in 2019-20.

The table below summarizes Kentucky's testing plan for 2017-18.

2017-18 Testing at a Glance

Content Areas	3	4	5	6	7	8	10	11	9-12
Reading	X	X	X	X	X	X			
Mathematics	X	X	X	X	X	X			
Science		X			X				
Social Studies			X			X			
On-Demand Writing			X			X		X	
Editing and Mechanics			FT			FT		FT	
College Admissions Examination							X*	X	
EOC - English II									FT
EOC - Algebra II									FT
EOC - Biology									FT
EOC - U.S. History	(Note: After standards are revised, U.S. History EOC will be field tested in 2019-20.)								

X = Grade level testing using current standards
FT = Field Test

* A current contract for ACT at grade 11 is in place for spring 2018. In preparation for future assessments, a bid will be made in summer 2017 for a college admissions assessment to be administered twice at high school (grades 10 and 11).

2. Eighth Grade Math Exception (*ESEA section 1111(b)(2)(C) and 34 CFR § 200.5(b)(4)*):
   i. Does the State administer an end-of-course mathematics assessment to meet the requirements under section 1111(b)(2)(B)(v)(I)(bb) of the ESEA?
      X Yes
      □ No

   ii. If a State responds "yes" to question 2(i), does the State wish to exempt an eighth-grade student who takes the high school mathematics course associated with the end-of-course assessment from the mathematics assessment typically administered in eighth grade under section 1111(b)(2)(B)(v)(I)(aa) of the ESEA and ensure that:
      a. The student instead takes the end-of-course mathematics assessment the State administers to high school students under section 1111(b)(2)(B)(v)(I)(bb) of the ESEA;
      b. The student's performance on the high school assessment is used in the year in which the student takes the assessment for purposes of measuring academic achievement under section 1111(c)(4)(B)(i) of the ESEA and participation in assessments under section 1111(c)(4)(E) of the ESEA;
      c. In high school:
         1. The student takes a State-administered end-of-course assessment or nationally recognized high school academic assessment as defined in 34 CFR § 200.3(d) in mathematics that is more advanced than the assessment the State administers under section 1111(b)(2)(B)(v)(I)(bb) of the ESEA;
         2. The State provides for appropriate accommodations consistent with 34 CFR § 200.6(b) and (f); and
         3. The student's performance on the more advanced mathematics assessment is used for purposes of measuring academic achievement under section 1111(c)(4)(B)(i) of the ESEA and

participation in assessments under section 1111(c)(4)(E) of the ESEA.

X Yes
□ No

iii. If a State responds "yes" to question 2(ii), consistent with 34 CFR § 200.5(b)(4), describe, with regard to this exception, its strategies to provide all students in the State the opportunity to be prepared for and to take advanced mathematics coursework in middle school.

The content area assessment for mathematics at the high school level is an Algebra II end-of-course assessment. The assessment is available for all students who complete the standards associated for Algebra II. Students who receive high school credit for Algebra II take the end-of-course assessment. Kentucky plans to revise high school assessments in the future and provide more end-of-course test options. Kentucky supports an individualized approach to student attainment of standards that enables students to move on when ready. When the current academic standards were adopted in the state, an intensive three-year professional learning system supported the capacity development of master teachers in each school district to deeply understand the standards and effectively translate them into both instruction and assessment practices. KDE mathematics specialists supported teacher leaders and local administrators as they worked in their home districts to lead the redesign of instruction, classroom assessment, and course designs to better support student attainment of the standards.

Local School-Based Decision Making Councils (SBDM) make decisions on the courses offered and curriculum at each school. SBDM councils promote shared leadership among those who are close to the students. Membership of each council includes parents, teachers, and an administrator of the school. The council has the responsibility to set school policy and make decisions outlined in statute, which should provide an environment to enhance student achievement.

Among the many resources Kentucky offers, the ***Kentucky Model Curriculum Framework*** *(KMCF),* assists in making local decisions. KMCF [per section 1. **KRS 158.6451(2)**] serves as a facilitation guide to assist an instructional supervisor, principal, and/or teacher leader. The framework provides a rationale for the need to revisit curriculum planning, offers background information and exercises to generate "future oriented" thinking, and suggests a process for designing and reviewing the local curriculum. The exact language is as follows: *"Section 1.* ***KRS 158.6451 (2)*** *The Kentucky Board of Education shall disseminate to local school districts and schools a model curriculum framework which is directly tied to the goals, outcomes, and assessment strategies developed pursuant to this section and* ***KRS 158.645*** *and* ***158.6453****. The framework shall identify*

teaching and assessment strategies, instructional material resources, ideas on how to incorporate the resources of the community, a directory of model teaching sites, alternative ways of using school time, and strategies to incorporate character education throughout the curriculum."

Kentucky values all academic areas and a well-rounded education. KDE encourages the U.S. Department of Education to allow for advanced testing beyond eighth-grade mathematics.

3. Native Language Assessments *(ESEA section 1111(b)(2)(F) and 34 CFR § 200.6(f)(2)(ii)) and (f)(4)*:
   i. Provide its definition for "languages other than English that are present to a significant extent in the participating student population," and identify the specific languages that meet that definition.

Kentucky has 134 documented languages. The table below is based on 2016-17 data and displays Kentucky's top 20 home language occurrences in relationship to Kentucky's total school population.

2016-17 English Learners - Top 20 Languages

Kentucky K-12 Population: 655,475

Home Language	Count	Percent of Population
Spanish	16,052	2.4%
Arabic	1,505	0.2%
Somali	982	0.1%
Swahili	799	0.1%
Nepali	584	0.1%
Japanese	426	0.1%
Karen	372	0.1%
Kinyarwanda	331	0.1%
Chinese, Mandarin	303	0.0%
French	302	0.0%
Bosnian	298	0.0%
Mai Mai	280	0.0%
Burmese	263	0.0%
Gujarati	258	0.0%
Vietnamese	211	0.0%
Chinese, Haka	188	0.0%
Karenni	185	0.0%
Chinese – not specified	150	0.0%
Turkish	134	0.0%
Kirundi	126	0.0%

Kentucky's definition for "significant extent" is based on the percent of speakers by home language compared to the state's total student population. The definition was developed with teachers and administrators who work directly with English learners (ELs). The conversation occurred during the August 1, 2017 standards setting workshop for ACCESS 2.0, Kentucky's English language proficiency assessment. The committee felt that none of Kentucky's home languages occurred at a "significant extent". The group recommended that the "significant extent" definition should be a range between five to ten percent of the total population. If home language occurrence increases to five percent or greater of the total population, a committee of Kentucky educators and shareholders

would be convened to review student population data including the distribution of the population across grades and to determine whether "significant extent" exists and warrants the development of summative content area assessments in the home language.

ii. Identify any existing assessments in languages other than English, and specify for which grades and content areas those assessments are available.

No home language occurrence is greater than the 2.4% of the total student population and it does not meet the five percent minimum of Kentucky's definition of "significant extent" described above. Assessments in the home language are not produced by Kentucky.

iii. Indicate the languages identified in question 3(i) for which yearly student academic assessments are not available and are needed.

As explained above, Kentucky does not have a home language that meets its "significant extent" definition.

iv. Describe how it will make every effort to develop assessments, at a minimum, in languages other than English that are present to a significant extent in the participating student population including by providing

a. The State's plan and timeline for developing such assessments, including a description of how it met the requirements of 34 CFR § 200.6(f)(4);
b. A description of the process the State used to gather meaningful input on the need for assessments in languages other than English, collect and respond to public comment, and consult with educators; parents and families of English learners; students, as appropriate; and other stakeholders; and
c. As applicable, an explanation of the reasons the State has not been able to complete the development of such assessments despite making every effort.

While Kentucky does not have a home language that meets its definition of "significant extent", the state is committed to the support and development of our English learners. Kentucky provides a number of testing accommodations and supports for ELs. These are defined in Kentucky regulation 703 KAR 5:070, Inclusion of Special Populations in the State-Required Assessment and Accountability Programs. The accommodations and supports include reader, simplified language, extended time, oral native language with extended time, use of word-to-word dictionaries, and scribe. Details associated with providing the accommodations can be found in the document incorporated by reference in the regulation found at the following link: **https://education.ky.gov/AA/distsupp/Documents/703%20KA**

R%205070%20Dec%202016.pdf.

4. Statewide Accountability System and School Support and Improvement Activities *(ESEA section 1111(c) and (d))*:
   i. Subgroups *(ESEA section 1111(c)(2))*:
      a. List each major racial and ethnic group the State includes as a subgroup of students, consistent with ESEA section 1111(c)(2)(B).

         Student groups included in Kentucky's accountability system include: White, African American, Hispanic or Latino, Asian, Native Hawaiian or other Pacific Islander, American Indian or other Alaska Native, two or more races, free/reduced-price meal eligible, students with disabilities who have an Individual Education Program (IEP) and English learners. Although not required in the accountability determination, Kentucky also will report performance data for the following student groups: homeless, foster care, and military dependent.

      b. If applicable, describe any additional subgroups of students other than the statutorily required subgroups (*i.e.*, economically disadvantaged students, students from major racial and ethnic groups, children with disabilities, and English learners) used in the Statewide accountability system.

         Kentucky's accountability system also will include a Consolidated Student Group that is a non-duplicated aggregation of student groups, often too small to be reported separately, that includes: African American, Hispanic, Native Hawaiian or other Pacific Islander, American Indian or Alaska Native, two or more races, students with disabilities that have an IEP, and English learners. Every student is included in the school and district accountability scores.

      c. Does the State intend to include in the English learner subgroup the results of students previously identified as English learners on the State assessments required under ESEA section 1111(b)(2)(B)(v)(I) for purposes of State accountability (ESEA section 1111(b)(3)(B))? Note that a student's results may be included in the English learner subgroup for not more than four years after the student ceases to be identified as an English learner.
         X Yes
         □ No

      d. If applicable, choose one of the following options for recently arrived English learners in the State:
         ☐ Applying the exception under ESEA section 1111(b)(3)(A)(i); or
         X Applying the exception under ESEA section 1111(b)(3)(A)(ii); or
         ☐ Applying the exception under ESEA section 1111(b)(3)(A)(i) or under ESEA section 1111(b)(3)(A)(ii). If this option is selected,

describe how the State will choose which exception applies to a recently arrived English learner.

ii. Minimum N-Size *(ESEA section 1111(c)(3)(A))*:

a. Provide the minimum number of students that the State determines are necessary to be included to carry out the requirements of any provisions under Title I, Part A of the ESEA that require disaggregation of information by each subgroup of students for accountability purposes.

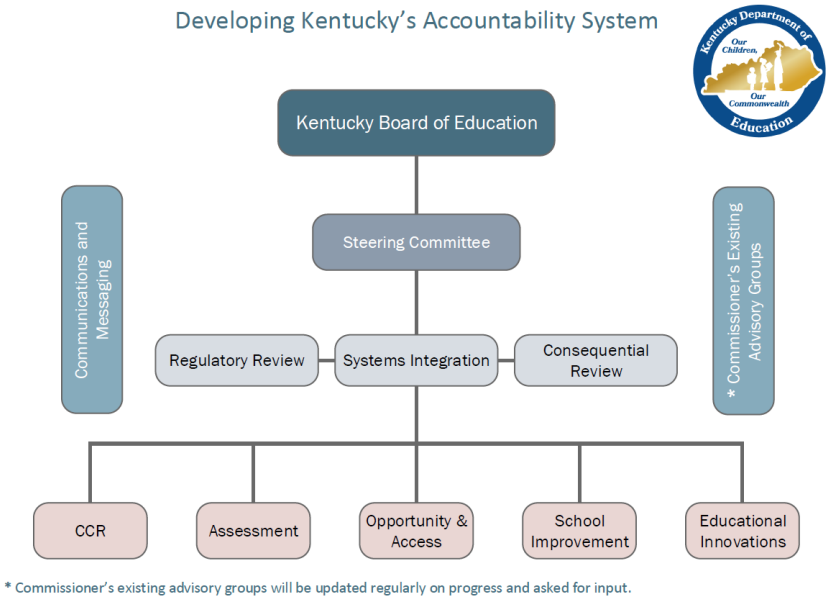
The Kentucky Department of Education's work is guided by three core principles: achievement, equity and integrity. These principles were adopted by the Commissioner's Accountability Steering Committee (formed to guide the development of the state's new accountability system) and are embedded throughout Kentucky's proposed new accountability system. Integrity is reflected in the honest and transparent data discussions with students, parents, educators, shareholders and the public. Keeping the minimum N at 10 operationalizes transparency and holds to Kentucky's historical standard for reporting and accountability.

b. Describe how the minimum number of students is statistically sound.

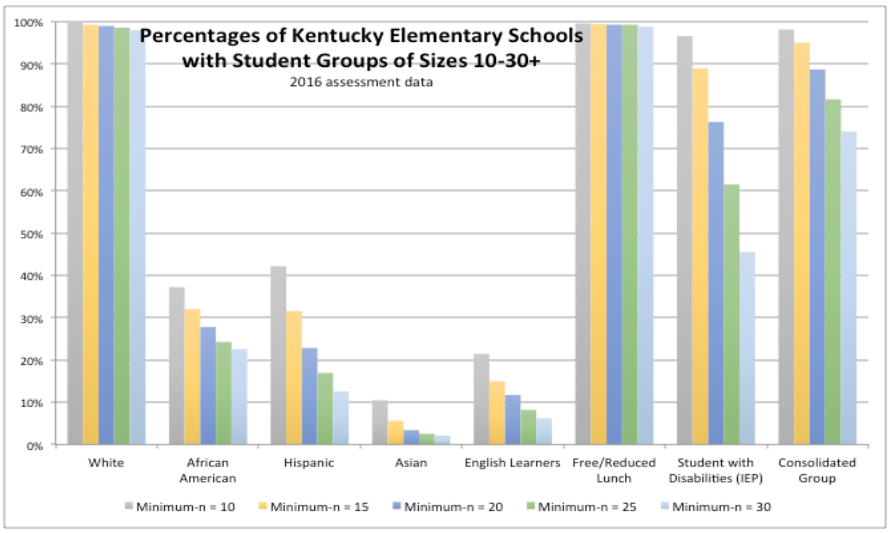
Kentucky requires each reported subpopulation to be based on at least 10 students at each grade/content area tested within a school or district. Taking into consideration the requirements of the Family Education Rights and Privacy Act (FERPA), this minimum N-count would permit the public disclosure of all data on which calculations are based (except when all students in a given subpopulation score at the same performance level). Kentucky policy is based on the assumption that the release of data on groups smaller than 10 might disclose the performance of an individual student. At the same time, the Kentucky Board of Education is seriously concerned that if Kentucky raised the minimum N-count beyond that necessitated by FERPA and by statistical considerations, an unintended result would be the exclusion of specific subpopulations from the accountability system. Kentucky has high expectations for all students and has set the minimum N policy to balance privacy and transparency. When appropriate, accountability calculations rely on statistical tests of significance, which take into account the higher uncertainty for small groups. This minimum N criterion is reasonable considering FERPA requirements, the public's need to examine individual student group performance, and research/statistical requirements.

c. Describe how the minimum number of students was determined by the State, including how the State collaborated with teachers, principals, other school leaders, parents, and other stakeholders when determining such minimum number.

The building of Kentucky's next accountability system has been an extensive and collaborative process involving Commissioner-led Town Halls in the spring of 2016 and 2017, online surveys and multiple work groups and committees. The graphic below shows the committee and work group structure.



Several of the groups, particularly Systems Integration, Consequential Review, and Accountability Steering, discussed minimum N and whether Kentucky should consider increasing it from the state historically-used 10 to 30 as permitted by ESSA in order to stabilize data. Kentucky has many small rural schools at the elementary level. The Accountability Steering Committee considered the availability of student groups for public reporting at a variety of N counts in its discussion.



As the minimum N increased, the number of groups available for reporting declined, with the exception of the largest groups of White and free/reduced-priced meal eligible. The recommendation from the committees was to keep the minimum N at 10 and consider adding statistically significant tests as appropriate with the calculation of Kentucky's achievement gap closure indicator.

The minimum N was approved by the Kentucky Board of Education at its August 23, 2017 special meeting as part of the regulation that specifies the requirements of the proposed new accountability system. (See 703 KAR 5:270, Kentucky's accountability system, at the following link, Item VIA.: **https://portal.ksba.org/public/Meeting.aspx?PublicAgencyID=4388&PublicMeetingID=20984&AgencyTypeID=1**.)

d. Describe how the State ensures that the minimum number is sufficient to not reveal any personally identifiable information.[3]

Kentucky has a policy to protect the privacy of individual students in reporting achievement results. The state requires each subpopulation on which reporting or accountability calculations are to be based to include at least 10 students at each grade tested within a school or district. Taking into consideration

[3] Consistent with ESEA section1111(i), information collected or disseminated under ESEA section 1111 shall be collected and disseminated in a manner that protects the privacy of individuals consistent with section 444 of the General Education Provisions Act (20 U.S.C. 1232g, commonly known as the "Family Educational Rights and Privacy Act of 1974"). When selecting a minimum n-size for reporting, States should consult the Institute for Education Sciences report "Best Practices for Determining Subgroup Size in Accountability Systems While Protecting Personally Identifiable Student Information" to identify appropriate statistical disclosure limitation strategies for protecting student privacy.

requirements of the FERPA, this minimum N-count would permit the public disclosure of all data on which calculations are based (except when all students in a given subpopulation score at the same performance level). Kentucky has determined, after consultation with its National Technical Advisory Panel on Assessment and Accountability (NTAPAA) and other commissioner's advisory groups, that using a minimum N of 10 represents a reasonable balance of FERPA requirements, the public need to examine subpopulation performance and research/statistical requirements for reliability.

e. If the State's minimum number of students for purposes of reporting is lower than the minimum number of students for accountability purposes, provide the State's minimum number of students for purposes of reporting.

Kentucky uses the same minimum number of 10 students for both accountability and reporting.

iii. Establishment of Long-Term Goals *(ESEA section 1111(c)(4)(A))*:

a. Academic Achievement. *(ESEA section 1111(c)(4)(A)(i)(I)(aa))*

1. Describe the long-term goals for improved academic achievement, as measured by proficiency on the annual statewide reading/language arts and mathematics assessments, for all students and for each subgroup of students, including: (i) baseline data; (ii) the timeline for meeting the long-term goals, for which the term must be the same multi-year length of time for all students and for each subgroup of students in the State; and (iii) how the long-term goals are ambitious.

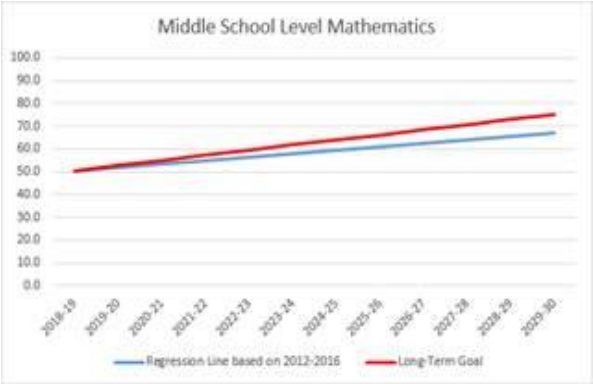
The long-term goals have been established for improved academic achievement, as measured by proficiency (percentage of students scoring Proficient and higher on statewide reading and mathematics assessments), for all students and for each subgroup of students. The long-term goals are as follows: to reduce the percentage of students scoring lower than Proficient by 50 percent from 2019 by 2030. The goal is extended to all students as well as each student subgroup. The baseline of 2019 reflects the first year of the accountability system, while 2030 represents 12 school years, or one generation of students. In addition, the gap between lower-performing student groups and higher-performing reference groups evident in 2019 will be closed by at least 50 percent by 2030.

To generate the long-term goals, the following steps were used:

Step 1: Determine the baseline for 2018-2019 for each content area, grade level (elementary, middle, and high), and student group by extrapolating the statewide performance using linear regression based on available assessment data from five previous years, 2012-2016.
Step 2: Subtract the 2018-19 baseline from the goal of 100 percent proficiency to find the initial gap.
Step 3: Divide the initial gap by 2 to create a 50 percent reduction value.
Step 4: Subtract the reduction value from 100 percent proficiency to establish the long-term goal for 2030.
Step 5: Divide the long-term goal across the timeline to create interim and annual targets.

The long-term goals are considered a placeholder given that revised standards and new assessments will be produced in the future. The baseline will be adjusted to reflect actual data as they become available. The baseline for 2019, long-term goals for 2030, and measurements of interim progress toward meeting the long-term goals for academic achievement in reading and mathematics are shown in tabular form in Appendix A. These long-term goals, and associated measurements of interim progress toward meeting the long-term goals, for academic achievement in reading and mathematics are very ambitious. They represent both an absolute level of achievement and a rate of improvement – especially for historically lower-performing student groups – that are unprecedented in Kentucky (except, of course, for No Child Left Behind) that mandated long-term goals be 100 percent proficient, but which have been recognized as so unrealistically high that they damaged confidence in the accountability system. That these long-term goals are in most cases much higher than current performance or what might be expected under current conditions – especially for most historically lower-performing student groups – can be clearly shown by depicting the historical performance in contrast with the long-term goals.

In the figure below, the blue line represents the trend from 2012-16; the red line shows the long-term goals for middle school mathematics.



The patterns of relationship between the current trends and long-term goals in other grade levels and content areas are similar. It should be noted that these long-term goals designed to increase the percentages of students scoring proficient or above will reflect very ambitious increases in academic performance. Kentucky's state assessment achievement level cut scores reflect rigor similar to NAEP (where Kentucky participates at the elementary and middle school levels) and ACT (where Kentucky has participation of all students at the high school level). Finally, achieving the closures in gaps between student groups set forth in the long-term goals would represent a massive accomplishment, and unfinished work. No person in the Kentucky Department of Education or its shareholders is satisfied with any gap. However, for the past many years in Kentucky, gaps have widened over time. These long-term goals embody Kentucky's commitment to reverse that trend and usher in more rapid progress than has ever been seen before in the state.

Kentucky also assesses writing, science and social studies and will value these areas of a well-rounded education in the state's accountability system. Long-term goals have been generated in these additional content areas where data are available and there are no immediate changes to the testing program.

2. Provide the measurements of interim progress toward meeting the long-term goals for academic achievement in Appendix A.

   The long-term goals and measurements of interim progress toward meeting the long-term goals for academic achievement in reading and mathematics are shown in Appendix A for elementary, middle and high school levels.

3. Describe how the long-term goals and measurements of interim progress toward the long-term goals for academic achievement take into account the improvement necessary to make significant progress in closing statewide proficiency gaps.

The long-term goals and measurements of interim progress toward the long-term goals for academic achievement in reading and mathematics take into account the improvement necessary to make significant progress in closing statewide proficiency gaps in two ways, both of which are critically important. First, the gap between where students are performing in the baseline year of the accountability system (2019) and the level of 100 percent proficiency is reduced by 50 percent in the long-term goals, for all students and for each student group. Second, these long-term goals also reduce the gap between student groups and result in a larger absolute reduction.

b. Graduation Rate. *(ESEA section 1111(c)(4)(A)(i)(I)(bb))*

1. Describe the long-term goals for the four-year adjusted cohort graduation rate for all students and for each subgroup of students, including: (i) baseline data; (ii) the timeline for meeting the long-term goals, for which the term must be the same multi-year length of time for all students and for each subgroup of students in the State; and (iii) how the long-term goals are ambitious.

The long-term goals have been established for improved graduation rates, as measured by a four-year adjusted cohort for all students and for each subgroup of students. The long-term goals require reducing the percentage of students not graduating by 50 percent from 2019 by 2030. This is extended to all students as well as each student subgroup. The baseline of 2019 reflects the first year of the accountability system, while 2030 represents 12 school years, or one generation of students. In addition, the gap between student groups with lower graduation rates and higher graduation rate reference groups evident in 2019 will be closed by at least 50 percent by 2030.

To generate the long-term goals, the following steps were used:

Step 1: Determine the baseline for 2018-2019 for graduation rates by extrapolating using linear regression the four-year graduation rate based on available graduation rate data from three previous years, 2014-2016.

Step 2: Subtract the 2018-19 baseline from the goal

of 95 percent for the four-year graduation rate to find the initial gap.
Step 3: Divide the initial gap by 2 to create a 50 percent reduction value.
Step 4: Subtract the reduction value from the 95 percent goal to establish the long-term goal for 2030.
Step 5: Divide the long-term goal across the timeline to create interim and annual targets.

The baseline for 2019, long-term goals for 2030, and measurements of interim progress toward meeting the long-term goals for four-year and five-year graduation rates are shown in tabular form in Appendix A.

2. If applicable, describe the long-term goals for each extended-year adjusted cohort graduation rate, including (i) baseline data; (ii) the timeline for meeting the long-term goals, for which the term must be the same multi-year length of time for all students and for each subgroup of students in the State; (iii) how the long-term goals are ambitious; and (iv) how the long-term goals are more rigorous than the long-term goal set for the four-year adjusted cohort graduation rate.

The long-term goals have been established for improved graduation rates, as measured by an extended five-year adjusted cohort for all students and for each subgroup of students. These are to reduce the percentage of students not graduating by 50 percent (2019 starting point) by 2030. This is extended to all students as well as each student subgroup. The baseline of 2019 reflects the first year of the accountability system, while 2030 represents 12 school years, or one generation of students. In addition, the gap between student groups with lower graduation rates and higher graduation rate reference groups evident in 2019 will be closed by at least 50 percent by 2030.

To generate the long-term goals, the following steps were used:

Step 1: Determine the baseline for 2018-2019 for graduation rates by extrapolating using linear regression the extended five-year graduation rate based on available graduation rate data from three previous years, 2013-2015.
Step 2: Subtract the 2018-19 baseline from the goal of 96 percent for the five-year graduation rate to find the initial gap.

Step 3: Divide the initial gap by 2 to create a 50 percent reduction value.
Step 4: Subtract the reduction value from the 96 percent goal to establish the long-term goal for 2030.
Step 5: Divide the long-term goal across the timeline to create interim and annual targets.

The baseline for 2019, long-term goals for 2030, and measurements of interim progress toward meeting the long-term goals for four-year and five-year graduation rates are shown in tabular form in Appendix A.

3. Provide the measurements of interim progress toward the long-term goals for the four-year adjusted cohort graduation rate and any extended-year adjusted cohort graduation rate in Appendix A.

   The long-term goals and measurements of interim progress toward meeting the long-term goals for graduation rates are shown in Appendix A.

4. Describe how the long-term goals and measurements of interim progress for the four-year adjusted cohort graduation rate and any extended-year adjusted cohort graduation rate take into account the improvement necessary to make significant progress in closing statewide graduation rate gaps.

   The long-term goals and measurements of interim progress for graduation rates take into account the improvement necessary to make significant progress in closing statewide graduation rate gaps in two ways, both of which are critically important. First, the gap between where students are graduating at the baseline year of the accountability system (2019) and the level of 95 percent for the four-year goal and 96 percent for the extended five-year graduation rate goal is reduced by 50 percent, for all students and for each student group. Second, these long-term goals also reduce the gaps between student groups, and result in a larger absolute reduction for gaps that started larger.

c. English Language Proficiency. *(ESEA section 1111(c)(4)(A)(ii))*
   1. Describe the long-term goals for English learners for increases in the percentage of such students making progress in achieving English language proficiency, as measured by the statewide English language proficiency assessment including: (i) baseline data; (ii) the State-determined timeline for such students to achieve English language proficiency; and (iii) how the long-term goals are ambitious.

The long-term goals for English learners are to reduce the percentage of students who score lower than the level necessary to be declared English language proficient or who make progress less than being on track to be proficient by 50 percent (starting point 2019) by 2030. The baseline of 2019 was chosen due to it being the first year of the accountability system, while 2030 represents 12 school years, or one generation of students.

This measure is of student progress during the year on the statewide English language proficiency assessment. 100 percent would indicate that every English learner student either made enough progress to meet proficiency within that year, or made enough progress to be on track to meet English proficiency within five years, at most. Students who are at higher levels of English language proficiency have fewer years to be on-track to become English language proficient.

The baseline year of 2019 represents the first operational year of the accountability system, with 2030 being the long-term goal year, consistent with the system's other indicators. As with the other academic indicators, the actual baseline is set by extrapolating the statewide performance based on available assessment information from several previous years, 2012-2015. Note that these data are based on a previous assessment, and the baseline will be adjusted to reflect actual data as the data are available.

The baseline for 2019, long-term goals for 2030 and measurements of interim progress toward meeting the long-term goals are shown in tabular form in Appendix A.

These long-term goals and associated measurements of interim progress toward meeting the long-term goals for English language proficiency are in most cases much higher than current performance or what might be expected under current conditions. Kentucky's English learner population has been increasing over the past several years, so meeting these goals will require districts currently serving English learners to intensify and expand the effectiveness of their services, and will require additional districts to develop the resources to support English learners by 2030 at a level no district is currently achieving.

2. Provide the measurements of interim progress toward the long-term goal for increases in the percentage of English learners making progress in achieving English language proficiency in Appendix A.

The measurements of interim progress toward the long-term goal for increases in the percentage of English learners making progress in achieving English language proficiency is shown in Appendix A.

iv. Indicators *(ESEA section 1111(c)(4)(B))*

To provide an overview of the total system, a summary of all indicators for Kentucky's new accountability system is found below:

Coherence in Kentucky's Accountability System

The new accountability system is designed to promote and hold schools and districts (Local Education Agencies) accountable for student achievement and significant reduction of the achievement gap. Indicators of the accountability system work together to report a complete picture for Kentucky schools and of the education students receive. The system emphasizes several important concepts that promote a strong educational experience for all of Kentucky's students. These concepts include:

- intentional reduction of **achievement gaps**;
- readiness for the next step in education or life with the indicators of **proficiency (reading/writing and mathematics, separate other academic indicator (science and social studies), transition readiness and graduation rates**;
- **growth** that focuses on improvement in reading and mathematics of all students at elementary and middle schools;
- **support** to schools with **very low-performing student groups;** and
- **opportunity and access** for students to experience rich curriculum, equitable access, school quality and support for the whole child more broadly than just through tests and tested content areas. *These opportunity and access measures are tied strongly to equity because they help ensure that all students have robust experiences that are the precursors ("leading indicators") of growth and high achievement.*

The concepts are reflected in the measures and proposed calculations for each indicator. Each indicator will have a score that is reported on a gauge or dial of a School Report Card dashboard. Standards setting will determine the specific scores that are considered low to high performance for each indicator.

Closing Achievement Gap Is Central Focus

Throughout the new accountability system is an intentional focus on improving the performance of students that are low-performing and closing the gap between the performances of student groups. All indicators in the system will be disaggregated and reported by student group, if the group size is ten or above. With opportunity and access, Kentucky directly looks at the experiences student groups are receiving with rich curriculum including career exploration and essential skills; equitable access to gifted and talented services and advanced coursework; and the school quality measure of chronic absenteeism and whole child supports. The theory of action is that Kentucky will see the gap between student group performances decrease, if all students are in attendance, held to high expectations and receive rich experiences. A key principle is to hold all students to the same rigorous standards for proficient performance and transition readiness. In the Proficiency indicator, weighting increases as students move from the student performance levels of apprentice to distinguished. No credit in the indicator is earned for the lowest level of novice. In the Growth indicator, the lowest performance levels of novice and apprentice are divided into low and high categories to provide a more precise measure of student movement toward the goal of proficient and above.

The Achievement Gap Closure indicator is the most direct measure of reducing the gap in student group performance. The indicator takes a holistic approach to identifying achievement gaps. The state is very transparent relative to this measure. It includes each student group with a minimum number of ten and all content area performance. Two measures contribute to the indicator: Gap to Group (comparison of group to group performance) and Gap to Proficiency (group performance compared to long-term proficiency and above goal). Both measures together will identify schools with statistically significant achievement gaps and influence the school rating.

Classification of schools and districts in the new state accountability system include the following indicators:

- Proficiency (reading/writing and mathematics);
- Separate Other academic indicator (science and social studies);
- Growth at elementary and middle (reading and mathematics);
- Transition readiness;
- Achievement gap closure;
- Opportunity and Access (school quality/student success); and

- Graduation rate (high school only).

"Proficiency Indicator" means the measure of academic status or performance for reading/writing and mathematics on state assessments.

"Separate Other Academic Indicator for Science and Social Studies" means the measure of academic status or performance for science and social studies on state assessments.

"Growth" means a student's continuous improvement toward proficiency or above.

"Transition Readiness" means the attainment of the necessary knowledge, skills, and dispositions to successfully transition to the next level.

"Achievement Gap Closure" means a combined measure of reducing the performance difference between student demographic groups to each other and to proficiency for each of the tested areas. (Schools/districts receive credit for closing the gap.)

"Opportunity and Access" means equitable availability to research-based student experiences and school factors that impact student success.

"Graduation Rate" means the percentage of students who enter high school and receive a diploma based on their cohort in four and five years adjusting for transfers in and out, immigrants and deceased students.

a. Academic Achievement Indicator. Describe the Academic Achievement indicator, including a description of how the indicator (i) is based on the long-term goals; (ii) is measured by proficiency on the annual Statewide reading/language arts and mathematics assessments; (iii) annually measures academic achievement for all students and separately for each subgroup of students; and (iv) at the State's discretion, for each public high school in the State, includes a measure of student growth, as measured by the annual Statewide reading/language arts and mathematics assessments.

   Proficiency is Kentucky's Academic Achievement indicator. Proficiency is the term used to describe the desired level of knowledge and skills for goals for each student group and all students for each content area (i.e., reading, writing and mathematics) that are expressed as the percentage of students scoring at the highest two levels of student performance

(proficient and distinguished). Proficiency sets a high-level academic benchmark or performance bar for each student. The expectation level is the same regardless of a student's starting performance. Meeting rigorous expectations for what students should know and be able to do better prepares students for a variety of life choices.

State-required assessments in reading, writing and mathematics are designed to measure how students are achieving the state's academic content standards. Student performance on these assessments is evaluated and described with a student performance level. A standards setting process determines for each specific test, the cut score a student must earn to be described by each student performance level — Novice (N), Apprentice (A), Proficient (P) or Distinguished (D). Kentucky's assessments recognize a level of student performance above Proficient with Distinguished. The school's proficiency performance reflects the performance of each student. The score is a weighted index, where N=0 points, A=.5, P=1 and D=1.25. These points encourage schools to move students primarily from Novice to Apprentice, and from Apprentice to Proficient, but also give schools credit for helping get students to the high achievement level of Distinguished. These values will not allow the students above Proficient to entirely compensate for students below Proficient.

The weighted average is used to create a proficiency indicator score for schools and districts. Each content area (reading/writing and mathematics) is an equal weighting of 50 percent of the Proficiency indicator. Proficiency for reading/writing and mathematics will be rated equally in elementary, middle and high schools and in districts by awarding points as described above for Novice, Apprentice, Proficient and Distinguished scores. As mandated by Kentucky state law, writing assessments are limited to once per grade span and are administered at grades 5, 8 and 11. Data for the Proficiency indicator is disaggregated for each individual student group and all students.

b. Indicator for Public Elementary and Secondary Schools that are Not High Schools (Other Academic Indicator). Describe the Other Academic indicator, including how it annually measures the performance for all students and separately for each subgroup of students. If the Other Academic indicator is not a measure of student growth, the description must include a demonstration that the indicator is a valid and reliable statewide academic indicator that allows for meaningful differentiation in school performance.

Kentucky state law **(Senate Bill 1 (2017)** and an 18-month collaborative process, with over 6,000 Kentuckians providing direct input into the new accountability system, revealed clearly that the Commonwealth values a broader picture of school and district success than only performance on reading and mathematics tests administered once a year. Repeatedly, the importance of a well-rounded education and opportunities and access were stated throughout the accountability development process.

The accountability system includes additional academic indicators to meet the priorities and values of Kentuckians: 1) growth in reading and mathematics at elementary and middle school; 2) a separate other academic indicator for science and social studies at elementary, middle and high school; 3) transition readiness at elementary, middle and high school; and 4) achievement gap closure at elementary, middle and high school.

Growth Indicator for Reading and Mathematics

At the elementary and middle school levels a growth indicator will be included. Growth considers both where a student's performance starts and how the student is moving toward the goal of Proficiency. This indicator recognizes the hard work of students and supports from teachers as students demonstrate improved performance. Growth includes a recognition of a low and high category within the lowest student performance levels of Novice and Apprentice. The low and high division is made mathematically by separating the student performance level range in half. This more precise measure of low and high incentivizes improving students within the lowest performance levels, which will contribute positively to another significant goal of closing the achievement gap.

Kentucky data shows that students improve and move within the student performance level, but sometimes do not cross the cut-score/benchmark for the next student performance level. The recognition of growth toward the proficiency standard can continue to motivate the struggling student and the educators supporting the student. When both proficiency and growth are considered together, a more complete view of achievement emerges.

The growth each individual student makes over time is measured by performance on tests administered annually (reading and mathematics) in the elementary and middle schools (grades 3-8).

Each student's growth is projected for two years into the future and evaluated as to whether the student is "catching up" to become proficient within the projected timeframe, "keeping up" by staying proficient and distinguished, or "moving up" from proficient to distinguished.

Each student's growth is assigned points on the basis of a value table. See the *draft* Growth Value Table below. The value table includes recognition of growth with low and high bands of the lowest performance levels of Novice and Apprentice. If students move up within a performance level or to a higher performance level, positive values are earned. If the student slides backward in performance, a negative value is placed into the calculation. The individual student data are aggregated to the school, district and state levels.

Growth Value Table

Projected / Current	Novice Low	Novice High	Apprentice Low	Apprentice High	Proficient	Distinguished
Distinguished	-1.50	-1.25	-1.00	-0.75	0.00	0.25
Proficient	-1.00	-0.75	-0.50	-0.25	0.25	0.50
Apprentice High	-0.75	-0.50	-0.25	0	0.25	0.75
Apprentice Low	-0.50	-0.25	0	0.25	0.50	1.00
Novice High	-0.25	0	0.25	0.50	0.75	1.25
Novice Low	0	0.25	0.50	0.75	1.00	1.50

Less than Catch Up	Catch Up	Keep Up	Move Up

Reading and mathematics each are 50 percent of the Growth indicator score.

Separate Other Academic Indicator for Science and Social Studies

Science and social studies are critical to developing the skills and abilities needed in the 21st century. Science and social studies are much more than the rote memorization of theories, formulas, vocabulary, dates, wars and battles. These are the cornerstone of critical thinking, problem-solving and collaboration. Through observations, studies, trials and tests, students can gain critical problem-solving skills. By working together to solve real-life problems, students gain communication and collaborative skills needed in the high-demand STEM area.

The Separate Other Academic Indicator for Science and Social Studies is the measure of academic status or performance for science and social sciences on state assessments at the elementary, middle and high school levels. The indicator will be used to describe the level of knowledge and skills that all students achieve on academic assessments of science and social studies.

State statute requires a criterion-referenced test in science and social studies that measures the depth and breadth of Kentucky's academic content standards to be administered once within the elementary, middle and high school levels. The state-required assessments in science and social studies are designed to measure how students are achieving on the state's academic content standards.

Similar to the proficiency indicator, student performance on science and social studies assessments is evaluated and described with a student performance level. A standards setting process determines for each specific test, the cut score a student must earn to be described by each student performance level — Novice (N), Apprentice (A), Proficient (P) or Distinguished (D). Kentucky's assessments recognize a level of student performance above Proficient with Distinguished. The school's separate other academic indicator performance reflects the performance of each student. The score is a weighted average, where N=0 points, A=.5, P=1 and D=1.25.

A weighted average will be used to create a separate other academic indicator score for both science and social studies at the equal weighting of 50 percent each. Within the separate other academic indicator for science and social studies, each will be rated equally for elementary, middle and high schools and in districts by awarding points as described above.

Transition Readiness

Transition Readiness is the attainment of the necessary knowledge, skills and dispositions to successfully move to the next level of education, work or life. For individual students to be able to fulfill their chosen career pathway and become contributing residents of Kentucky and citizens of the United States, each must be prepared and ready to take the next steps. The productivity of individuals, the state and the nation are impacted positively when students exit from the K-12 experience transition ready. However, the concept of preparation and

readiness must begin at the elementary level and continue developing into middle and high school.

Elementary and Middle School Transition Readiness
Elementary schools by grade 5 and middle schools by grade 8 are expected to help students show they are ready to transition to the next stage of their education. Transition readiness is defined by students having an acceptable composite score that combines performance in reading/writing, mathematics, science, and social studies.

A standards setting process will need to confirm the acceptable composite or benchmark to be deemed transition ready.

A transition readiness percentage will be calculated for elementary and middle schools by dividing the number of students who have met a benchmark on a composite score that combines student performance on state-required tests in reading/writing, mathematics, science, and social studies by the total number of accountable students.

High School Transition Readiness
At high school, transition readiness is more than earning a high school diploma. It requires that students demonstrate academic, career or military readiness. A variety of experiences can be evidence of readiness so that students may personalize their pathway to readiness in their area of focus. The chart below includes the options for demonstrating readiness.

Student Expectations for Transition Readiness – Elementary and Middle Schools

Elementary	Middle
Meet a benchmark on a composite score that combines student performance on reading/writing, mathematics, science, and social studies by grade 5	Meet a benchmark on a composite score that combines student performance on reading/writing, mathematics, science, and social studies by grade 8

Student Expectations for Transition Readiness – High School

High School Diploma

Earn a high school diploma by meeting/exceeding the Kentucky Minimum High School Graduation Requirements

NOTE: Essential skills and attendance are reflected in the Opportunity and Access indicator.

AND Meet Requirements of ONE type of Readiness			Required for English Learners (only)
Academic Readiness	**Career Readiness**	**Military Readiness**	**English Language Readiness**
✓ Benchmarks, determined by Council on Postsecondary Education (CPE) on a college admissions exam; OR ✓ A grade of B or better on 6 or more hours of KBE-approved dual credit; OR ✓ A score of 3+ on exams in at least 2 or more Advanced Placement courses; OR ✓ A score of 5+ on at least 2 or more exams for International Baccalaureate Courses; OR ✓ Benchmarks on at least 2 or more Cambridge Advanced International examinations.	✓ Benchmarks on Industry Certifications (*Approved by the Kentucky Workforce Innovation Board on an annual basis*); OR ✓ Earn KOSSA as appropriate for articulated credit; AND ✓ A score of B or better on 6+ hours approved Career and Technical Education (CTE) dual credit courses; OR ✓ Complete 2 CTE credits and enroll in a the next credit in CTE program of study; OR ✓ KDE/Labor Cabinet-approved apprenticeship; OR ✓ KDE-approved alternate process to verify exceptional work experience	✓ Meet the benchmark on the Armed Forces Qualification Test (AFQT) of the Armed Services Vocational Aptitude Battery (ASVAB) AND ✓ Enlist in a branch of military service; OR ✓ Complete two (2) certificates of training and is enrolled in the third credit within a Junior Reserve Officer Training Corps (JROTC) program	✓ Require reclassification as English language proficient for any student who received English Language services during high school.

Note: Students participating in the alternate assessment program and earning an alternate diploma will have criteria for transition readiness based on alternate assessment requirements and employability skills attainment.

Additionally, to meet ESSA requirements for including ELs' progress on English language acquisition at high school, EL students will be included in the transition readiness indicator at the high school level. English learners in high school are expected to demonstrate English language proficiency (reclassification) before leaving high school.

At elementary and middle school, the number of students demonstrating transition readiness with an acceptable composite score will be divided by the number of full academic year students in grade 5 for the elementary calculation and in grade 8 for the middle school calculation. At high school, the number of high school graduates who have demonstrated transition readiness plus the number of English learners who have achieved English language proficiency is divided by the total number of graduates plus the number of graduates who have received English language services during high school.

Achievement Gap Closure

Achievement Gap Closure focuses on reducing the performance

difference between student demographic groups as measured by the state-required assessments. Every student deserves a high-quality and rigorous education. This means the expectations for all students must be the same and grounded in strong academic content standards and performance expectations. When one group of students is performing much lower than another, the disparity must be highlighted as the first step to changing the performance pattern. New classroom strategies and focused instruction will be required to alter the trajectory for the lower performing groups while continuing to improve the higher performing student groups.

Achievement gap refers to the difference between the performance of a student group and a comparison criterion. Kentucky's accountability system will include two measures to provide a clear picture of how schools are closing the achievement gap for their students: 1) Gap to Group and 2) Gap to Proficiency. "Gap to Group" is a comparison of performances between a comparison student group and a reference student group. Gap to Group comparisons facilitate direct evaluation of how high either is performing. "Gap to Proficiency" refers to comparison of performance between a student group and a performance criterion other than another student group's performance. Gap to Proficiency comparisons facilitate direct evaluation of the performance of a student group in relation to a goal, especially a standard or criterion such as Proficiency. Gap to Proficiency will be evaluated in reference to the long-term proficiency goals.

The first step in generating an indicator score is to identify the comparison and reference groups used in the Gap to Group and Gap to Proficiency measures. Racial/ethnic student groups will be compared to the highest performing racial/ethnic student group in the school that is at least 10 percent of the student population.

	ACCOUNTABILITY RATING ***(Groups must have at least 10 to be included.)***	**GAP TO GROUP**	**GAP TO PROFICIENCY**
	Comparison Student Group	**Reference Student Group**	**Goal Criterion**
	Racial/Ethnic Student Groups		
1	African American	Highest performing racial/ethnic student	100% Proficiency (proficient or above)
2	American Indian or Alaska Native		
3	Asian		
4	Hispanic or Latino		
5	Native Hawaiian or other Pacific Islander		
6	White		
7	Two or more race/ethnicities		
	Student Groups related to Services		
8	Economically Disadvantaged (students in poverty based on eligibility for free/reduced-price school meals)	Not Economically Disadvantaged	
9	English Learners (EL)	Not identified as EL	
10	Students with Disabilities (SWD) who have an IEP	Not identified as SWD with IEP	
11	Consolidated student group (all of the above except White, Economically Disadvantaged and Asian)	NA (Reported only in Gap to Proficiency)	

Calculation of Gap to Group

The following procedure is applied for this calculation:
Sum each of the tested content areas using a weighted average, where the achievement of each comparison and reference group will be calculated based on Novice=0, Apprentice=.5, Proficient=1 and Distinguished=1.25. Each content area is weighted equally: Reading/writing=25 percent, Mathematics=25 percent, Science=25 percent and Social Studies=25 percent. If a school does not have test scores from all four content areas, the weight will be allocated proportionally to the content areas that are tested. Apply the statistical test to determine whether the gap between the Comparison and Reference Group is significant. Every Comparison-Reference Group pair will be indicated: Yes=Large Significant Gap, No=No Large Significant Gap, NA=No evaluation (e.g., because the Comparison and/or Reference Group is too small).

Calculation of Gap to Proficiency

The same steps in the Gap to Group calculation are repeated for Gap to Proficiency. Generate an index that compares reference group performance to the long-term goal of proficiency and apply the statistical test to determine statistical significance.

Calculation of Achievement Gap Closure Indicator

The Gap to Proficiency and Gap to Group measures are combined into an Achievement Gap Closure indicator score, and evaluated to produce a rating from low to high performance. Gap to Group is 33% and Gap to Proficiency is 67% of the Achievement Gap Closure indicator score. The combination of Gap to Group and Gap to Proficiency is desirable since each

measure reflects a different, supporting dimension of equity and excellence. A standards setting process will be conducted involving Kentucky educators to determine limits within the range of gap levels.

c. Graduation Rate. Describe the Graduation Rate indicator, including a description of (i) how the indicator is based on the long-term goals; (ii) how the indicator annually measures graduation rate for all students and separately for each subgroup of students; (iii) how the indicator is based on the four-year adjusted cohort graduation rate; (iv) if the State, at its discretion, also includes one or more extended-year adjusted cohort graduation rates, how the four-year adjusted cohort graduation rate is combined with that rate or rates within the indicator; and (v) if applicable, how the State includes in its four-year adjusted cohort graduation rate and any extended-year adjusted cohort graduation rates students with the most significant cognitive disabilities assessed using an alternate assessment aligned to alternate academic achievement standards under ESEA section 1111(b)(2)(D) and awarded a State-defined alternate diploma under ESEA section 8101(23) and (25).

Graduation rate is the percentage of students completing the requirements for a Kentucky high school diploma compared to a cohort of students beginning in grade nine. Kentucky uses both a five-year and four-year adjusted cohort rate in accountability. The five-year rate recognizes the persistence of students and educators in completing the requirements for a Kentucky high school diploma. A four-year adjusted cohort rate is produced and used, as federally-required, to report the long-term goal for Graduation Rate. The first step to becoming transition ready is to successfully complete the requirements for a Kentucky high school diploma. It demonstrates a persistence to achieving academic goals expected of all Kentuckians. Using data from the student information system, students are identified in the cohort beginning in grade 9. Five years later, the data is extracted for students in the cohort that have been assigned a “G-code” that indicates graduation. The cohort is “adjusted” by adding any students who transfer into the cohort and by subtracting any students who transfer out of the cohort to a legitimate educational setting or situation (e.g., transfer to an out-of-state school, enroll in a private school, emigrate to another country, or student death). Both the four-year and five-year adjusted cohort formula uses the number of students who graduate in four or five years divided by the number of students who form the adjusted cohort for the graduating class in four or five years, respectively. Kentucky’s Graduation rate indicator averages the four- and five-year rates.

Kentucky intends to include alternate assessment students earning a Kentucky alternate diploma in its graduation rates and is working toward meeting the requirements to do so.

d. Progress in Achieving English Language Proficiency (ELP) Indicator. Describe the Progress in Achieving ELP indicator, including the State's definition of ELP, as measured by the State ELP assessment.

Kentucky regulation, **703 KAR 5:070**, Procedures for the inclusion of special populations in the state-required assessment and accountability programs, states that an English learner (previously termed Limited English Proficient) means an individual:

- who is age 3 to 21;
- who is enrolled or preparing to enroll in an elementary or secondary school;
- who was not born in the United States or whose native language is a language other than English (who is Native American or an Alaska native, or a native resident of the outlying areas and who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency or who is migratory, whose native language is a language other than English, who comes from an environment where the language is other than English, and who comes from an environment where a language other than English is dominant);
- whose difficulties in listening, speaking, reading or writing the English language may be sufficient to deny the individual:
    - The ability to meet the state's proficient level of achievement on state-required assessments;
    - The ability to successfully achieve in classrooms where the language of instruction is English; or
    - The opportunity to participate fully in society.

Kentucky's English language proficiency assessment is the WIDA (World-class Instructional Design and Assessment) ACCESS 2.0. Recent standards setting on this new assessment has set 4.5 as the exit criteria for Kentucky.

Progress on an English language proficiency exam is included in elementary and middle school in the Growth indicator and in the Transition Readiness indicator at high school.

Inclusion of English Learners (EL) in Growth
The state accountability system includes the progress English

learners make toward attaining the English language. At elementary and middle school, EL progress on the English language proficiency (ELP) exam will be evaluated in a similar way as growth described above for all students where the growth of each student is evaluated, points are assigned according to a value table, and those points are included in the Growth indicator. The data is based on the longitudinal performance of each English learner on the state's annual assessment of English language proficiency.

Kentucky and 37 other states use the newly-revised WIDA ACCESS 2.0 assessment, developed and implemented through the University of Wisconsin. Both the test developer and Kentucky will need to do research and analysis on the differences in performance levels between ACCESS 1.0 and the new ACCESS 2.0.

Similar to the Growth Value Table for reading and mathematics found on p. 54, a draft growth table on English language acquisition has been proposed (see below). The draft Growth on English Language Acquisition Value Table is sensitive to growth at every level of language proficiency up to the level designated for reclassification. To provide more sensitivity, the ACCESS Composite Score Levels have each been divided into two sublevels, so the value table acknowledges growth between 1.0 to 1.5, 1.5 to 2.0, and so on up to 4.5. The draft English Learner Growth Table uses observed growth based on achievement on the English Language Proficiency assessment from two successive years. The more growth a student has made, the more points are credited to the school. Depending on further analysis, Kentucky may modify the value table and its use to reflect factors that could impact English learners' progress toward language proficiency, including age upon entry to U.S. schools, initial English language proficiency level and degree of interrupted schooling.

DRAFT ENGLISH LANGUAGE ACQUISITION VALUE TABLE

WIDA ACCESS score previous year	WIDA ACCESS score current year							
	1	1.5	2.0	2.5	3.0	3.5	4.0	4.5
4.0	-1.0	-1.0	-1.0	-.75	-.50	-.25	0	.25
3.5	-1.0	-1.0	-.75	-.50	-.25	0	.25	.50
3.0	-1.0	-.75	-.50	-.25	0	.25	.50	.75
2.5	-.75	-.50	-.25	0	.25	.50	.75	1.0
2.0	-.50	-25	0	.25	.50	.75	1.0	1.0
1.5	-.25	0	.25	.50	.75	1.0	1.0	1.0
1.0	0	.25	.50	.75	1.0	1.0	1.0	1.0

Additionally, to meet ESSA requirements for including English learners' progress on English language acquisition at high school, EL students will be included in the transition readiness indicator. English learners in high school are expected to demonstrate English language proficiency before leaving high school. The school will receive "Transition Ready" credit for each English learner student who grows enough to achieve English language proficiency (reclassification) in high school. The EL Transition Readiness credit may be earned in addition to the other ways to show Transition Readiness. To ensure data transparency, Kentucky will report EL progress separately, when the minimum n-size has been reached.

e. School Quality or Student Success Indicator(s). Describe each School Quality or Student Success Indicator, including, for each such indicator: (i) how it allows for meaningful differentiation in school performance; (ii) that it is valid, reliable, comparable, and statewide (for the grade span(s) to which it applies); and (iii) of how each such indicator annually measures performance for all students and separately for each subgroup of students. For any School Quality or Student Success indicator that does not apply to all grade spans, the description must include the grade spans to which it does apply.

Opportunity and Access is Kentucky's School Quality or Student Success Indicator. Opportunity and Access highlights the educational experiences schools are providing students beyond the content areas and grades measured by the state-required

assessments. The measures are organized in terms of providing a rich curriculum, equitable access and support for the whole child. Also, the indicator includes a measure for school quality, school safety and a locally-determined measure.

Thousands of Kentuckians have shared what they value in Kentucky's schools and in a new accountability system during the Commissioner's Town Halls, in advisory committees and working groups and through online surveys. The importance of a well-rounded education to the Commonwealth's students emerged strongly during these interactions. Also, in the forefront of the discussion was the concern that Kentucky's achievement differences for student groups continues to widen. The increasing gap can be fed by the limited opportunities and access to rich curriculum and other supports experienced by some student groups.

Commissioner Pruitt and the Kentucky Board of Education members have challenged Kentucky educators to recognize and "own" the gap. Enhancing the opportunities and access for all students is a positive step to closing the achievement gap. Both providing a well-rounded education and improving the achievement gap are reflected in the proposed measures developed by the Commissioner's Opportunities and Access Work Group. The provision of a quality education is not fully realized by only a review of scores on state-required tests, but includes the recognition of experiences that help all students become ready to transition to their chosen path in life. Information about what the school provides to students completes a broader picture of school performance and promotes new conversations with parents and the community.

Opportunity and access measures focus on building a solid, well-rounded foundation at elementary school and enhancing that foundation as well as introducing career exploration and essential skills at middle school. At high school, the measures recognize demonstration of essential skills and career and technical education measures including completion of career pathways together with those in high-demand industry sectors and specialization in non-tested areas. The critically important essential skills were initially part of the transition readiness conversation, but to improve alignment to recently passed SB 1, these are now a part of rich curriculum at high school. Essential skills include not only the skills associated with academic knowledge (i.e., reading, writing, and mathematics), but also ones that go beyond academics to include thinking skills,

communication, working with others and the skills associated with continuous learning. These skills provide the foundation for learning all other skills and enable people to evolve in their jobs and adapt to workplace change. A Kentucky Work Ethic Certification procedure is anticipated. The Kentucky Work Ethic Certification may incorporate aspects of student attendance, work-based learning and leadership demonstrated through various types of activities.

Under the school quality category, the critically important area of student attendance is measured by reporting chronic absenteeism for all students and student groups. Students need to develop the dispositions for dependability and reliability for life success. Analysis of absenteeism rates will shine a light on the importance of "being there" for school and later for career. Chronic absenteeism reports whether the student was in school or not and does not require local decisions on whether an absence is excused or unexcused. Additionally, safety measures of behavior events and restraint and seclusion are included.

The local district measure requires districts along with the local school boards to identify an area for local improvement and develop goals that can be measured and reported in the School Report Card at the state level. The goals and measures will be negotiated between the district and the Kentucky Department of Education (KDE) and meet specific criteria. This requirement for charter schools may focus on the area of improvement or the objective of the charter school.

Finally, a menu of whole child supports are included in the opportunity and access indicator focusing on library/media, school-based counselor and/or school-based mental health services provider, nurses or health provider, family resource center, instruction by specialized teachers and career counselor. All whole child measures will be reported for schools; however, schools will select two whole child measures that are used locally to support their students to contribute to the opportunity and access score and school rating. Schools and districts may collaborate to provide opportunities and access to students they would be unable to provide to students independently.

Below are the *draft* measures and metrics for calculating Opportunity and Access. Many of the components within Opportunity and Access have never before been collected or measured in Kentucky. Methods must be created to collect and vet these from schools and districts.

The Kentucky Board of Education will approve the measures of Opportunity and Access, including the accumulation of credit, once these are finalized. The Opportunity and Access school calculation will sum the total number of points for the categories of Rich Curriculum, Equitable Access, School Quality and Whole Child Supports. (See the charts below for more detail.)

REQUIRED MEASURES CONTRIBUTING TO THE RATING

Each numbered rich curriculum area will be reported annually using the metrics shown below the area. Points are earned for each numbered content area. Data for reporting will be pulled from enhanced information in the state student information system and approved courses connected to standards.

Rich Curriculum

Elementary

All students (100 percent) have access to Kentucky Academic Standards-based:

1. Visual and performing arts
2. Health and physical education
3. Science
4. Social studies

Points Earned for Rich Curriculum

Percent of Students	Weeks of Instruction	1-7	8-15	16-31	32 or more
	90% to 100%	0	1	2	3
	50% to 89%	0	1	2	2
	11% to 49%	0	1	2	2
	10% or Less	0	1	1	1

Note: One week is five instructional days.

Middle

All students (100 percent) have access to Kentucky Academic Standards-based:

1. Visual and performing arts
2. Health and physical education
3. Science
4. Social studies
5. Career exploration *(including any Career and Technical Education course; and other courses that focus on essential skills)*

- 90% to 100% of the total school population (3 pts)
- 50% to 89% of the total school population (2 pts)
- 11% to 49% of the total school population (1 pt)
- 10% or less (0 pt)

High

Students have completed a course in:

1. Visual and performing arts
2. Health and physical education
3. Cultural studies and/or World Language

- 50% or more of the total school population (3 pts)
- 26% to 49% of the total school population (2 pts)
- 11% to 25% of the total school population (1 pt)
- 10% or less (0 pt)

Students have completed a career pathway in a Career and Technical Education (CTE) program of study, including specialized pathways in state and regional high-demand industry sectors as approved by the Kentucky Workforce Innovation Board.

- 50% or more of the total school population (3 pts)
- 26% to 49% of the total school population (2 pts)
- 11% to 25% of the total school population (1 pt)
- 10% or less (0 pt)

Students demonstrate essential skills by earning a bronze or higher on a work ethic certification.

- 75% or more of the senior cohort population (3 pts)
- 50% to 74% of the senior cohort population (2 pts)
- 25% to 49% of the senior cohort population (1 pt)
- 24% or less of the senior cohort population (0 pt)

Equitable Access	The percentage of students belonging to the federally-required student groups* assigned to Gifted and Talented (G/T) (grades 4 and 5) is **equal to or greater than** the total percentage of the same demographic group enrolled at the school.	The percentage of students belonging to the federally-required student groups* assigned to Gifted and Talented is **equal to or greater than** the total percentage of the same demographic group enrolled at the school.	The percentage of students belonging to the federally-required student groups* assigned to the Advanced coursework** is **equal to or greater than** the total percentage of the same demographic group enrolled at the school: ***(Advanced Placement, International Baccalaureate, Cambridge Advanced International and Dual Credit)*
	The percentage of each student group assigned to G/T and advanced coursework will be reported compared to the percentage of students in the school demographic group. Points earned based on the proportion of student groups meeting *the equal to or greater than* meet the measure target. • 75% or more of groups meet the measure target (3 pts) • 51% to 74% of groups meet the measure target (2 pts) • 26% to 50% of groups meet the measure target (1 pt) • Less than 25% of groups meet the measure target (0 pt) *Federally required student groups include: African American, Hispanic, Asian, Hawaiian/Pacific Islander, Native American/ Alaska Native, White, two or more races/ethnicity, free/reduced-price meal eligible, students with disabilities, English learners		

	REQUIRED MEASURES CONTRIBUTING TO THE RATING		
	Elementary	**Middle**	**High**
School Quality	The percent of students defined as "chronically absent," behavior events and physical restraint and seclusion. The percent of students defined as "chronically absent". • 5% or less of the total school population (3 pts) • 6% to 10% of the total school population (2 pts) • 11% to 15% of the total school population (1 pt) • 16% or more of the total school population (0 pt) The percent of students exhibiting behavior events. • 5% or less of the total school population (3 pts) • 6% to 10% of the total school population (2 pts) • 11% to 15% of the total school population (1 pt) • 16% or more of the total school population (0 pt) The percent of students where physical restraint and seclusion have been used. • 5% or less of the total school population (3 pts) • 6% to 10% of the total school population (2 pts) • 11% to 15% of the total school population (1 pt) • 16% or more of the total school population (0 pt) **Local Measure (District and Public Charter School only)** *Locally-defined measure that highlights an area for improvement or objective of a district or charter school.* • Each district shall propose to the Kentucky Department of Education the targeted multi-year goal or objective that is SMART (specific, measurable, achievable, relevant, and time-bound). • Each public charter school will include a measurable objective related to the charter contract that will be included in the charter school's rating. • The Kentucky Department of Education will use a negotiation process with each district and public charter to ensure a quality academic improvement measure is established. • The Commissioner of Education will approve each district's local measure. **Data based on the negotiated agreement will be included in the Opportunity and Access indicator score for accountability. The local measure will be reported separately with a gauge on the dashboard.**		

SELECTED MEASURES CONTRIBUTING TO THE RATING			
All measures are reported. Schools select two measures to contribute to the score for Opportunity and Access.			
	Elementary	**Middle**	**High**
Whole Child Supports	1. School-based counselor and/or mental health services provider with knowledge of counseling and child and adolescent development that creates and maintains a counseling program at the school level and brokers resources to meet student needs is employed. • Full time (3 pts) • 51% to 75% of time (2 pts) • 26% to 50% of time (1 pt) • Less than 25% of time (0 pt) 2. Nurse or other health services provider serves students to promote health and wellness is employed. • Full time (3 pts) • 51% to 75% of time (2 pts) • 26% to 50% of time (1 pt) • Less than 25% of time (0 pt) 3. A librarian/media specialist who formally focuses on organizing, equipping, and managing the operations of the school library including assisting individuals and groups *during the school day* to work on projects, conduct research, and find resources to support educator and students' teaching and learning needs is employed. • Full time (3 pts) • 51% to 75% of time (2 pts) • 26% to 50% of time (1 pt) • Less than 25% of time (0 pt) 4. Family Resource/Youth Services Centers provide services to the following percentage of the school population. • 51% or more (3 pts) • 26% to 50% (2 pts) • 11% or 25% (1 pt) • 10% or below (0 pt) 5. The following subjects are taught by teachers with certification in the specialized area: Visual Art, Music, Dance, Theatre, Media Arts, Physical Education, Health, World Languages [NOTE: Per the Education Professional Standards Board (EPSB), these would require the **Elementary/Middle/Secondary School** (Primary through Grade 12) certification, with preparation including one or more of the following specializations: art, foreign language, health, physical education, integrated music, vocal music, instrumental music or school media librarian, **Theatre** (Primary through Grade 12), or **Dance** (Primary through Grade 12)]. • 80% or more teachers have the specialized certification (3 pts) • 60-79% have the specialized certification (2 pts) • 40-59% have the specialized certification (1 pt) • 1-39% have the specialized certification (0 pt) 6. Access to *career counselors or career coaches are at the following ratio: • 250 students to 1 (3 pts) • 251-500 to 1 (2 pts) • 501-750 to 1 (1 pt) • 751 or more to 1 (0 pt)		

*A "career counselor" or coach is an individual who advises middle and high school students on career opportunities, as well as the education and training plans necessary to achieve such careers.

REPORTED MEASURES (Not Reflected In Regulation Or Proposed For Rating)			
	Elementary	Middle	High
Proposed Measure	1. State-Funded Preschool ALL STAR rating – Possible district indicator 2. Percentage of kindergarten students served in a half-day program and in a full-day program	N/A	N/A
	3. Percentage of teacher turnover (school & district measure) - required to be reported as part of the state equity plan 4. Percentage of 1st Year Teachers (school & district measure) - required to be reported as part of the state equity plan		
	5. The percentage of students belonging to the following demographic groups assigned out-of-school suspension is **equal to or less than** the total percentage of the same demographic groups enrolled at the school. • Minority • Students with IEPs • Free/reduced lunch • EL students		

Kentucky Work Ethic Certification

BRONZE LEVEL (Foundational)
✓ Attendance – 97% excluding EXCUSED absences (absences and tardies) ✓ Completion of a Work-Based Learning (WBL) experience (coop, internship, job shadow, mentorship, apprenticeship, service learning, entrepreneurship, student enterprise) defined in Kentucky's WBL Manual (documented in Infinite Campus (IC) and/or validated by third party business and industry) ✓ Participation in a career and technical student organization (CTSO), Student Technology Leadership Program (STLP), student government groups, or an extra-curricular activity/club (documented in IC)
SILVER LEVEL
✓ One additional requirement set by the district (approved by KDE) ***Note: This could be behavior, special work-based project/capstone, community service, etc.***
GOLD LEVEL
✓ Completion of a career pathway ✓ Student competes in state/national level competitive event (CTSO, STLP, athletics, etc.) OR holds a leadership office at the regional/state/national level in a co-/extra-curricular organization ✓ One additional requirement set by the district approved by KDE ***Note: This could be behavior, special work-based project-CAP stone, community service, etc.***

All learning and leadership experiences must be validated by a third party to ensure demonstration and growth of academic, technical, and professional skills (tools and guidance resources to be developed by KDE).

School districts may request approval of a locally-designed work ethic certification through a process to be established by KDE.

The KDE will need to enhance the existing state student information system to reflect the rich curriculum measures in a student's schedule. Currently, work is occurring to link specific state content standards to course codes. Once the course code project is complete,

a list of approved course codes will be developed that schools can use to demonstrate all students are experiencing rich curriculum in specific content areas. Measures typically would be counting the number of students or counting time students are receiving specific experiences. Data for chronic absenteeism can be extracted from the existing student information system. Whole child measure data sources will include data from an enhanced student information system and reporting of teachers' schedules. Data for the local measure will be outlined in each negotiated agreement between the district and KDE. KDE will disaggregate each of the Opportunity and Access measures by student group, as required for accountability reporting. The selected measures for whole child supports will reflect the student group demographics of the school.

v. Annual Meaningful Differentiation *(ESEA section 1111(c)(4)(C))*

a. Describe the State's system of annual meaningful differentiation of all public schools in the State, consistent with the requirements of section 1111(c)(4)(C) of the ESEA, including a description of (i) how the system is based on all indicators in the State's accountability system, (ii) for all students and for each subgroup of students. Note that each state must comply with the requirements in 1111(c)(5) of the ESEA with respect to accountability for charter schools.

The charts below graphically display the school profile of performance required for each school rating and the district rating. Standards setting will confirm the performance necessary to be very low to very high on each indicator.

Elementary/Middle Schools

Overall Rating	Proficiency (Reading/ Writing & Mathematics)	Separate Academic Indicator (Science & Social Studies)	Growth (including English Language Learners)	Achievement Gap Closure	Opportunity & Access	Transition Readiness (Composite scores at grades 5 and 8)	Federal Student Group Designation	Notes
	Note: Standard setting will confirm level of indicator performance necessary for the Star ratings.							Can receive no higher than a 3-Star rating if Achievement Gap Closure is "Low (L)," "Very Low (VL)" or if identified for Targeted Support and Improvement (TSI).
5 Stars	Very High High	Very High High	Very High Low	Very High High	Very High High	Very High High	No designation	
4 Stars	Any 5-star combination except Achievement Gap Closure is Medium						No designation	
	One Medium, four High Three Medium, two High					High Medium		
3 Stars	Any 4- or 5-Star combination except Achievement Gap Closure is Low Or Any 4- or 5-Star combination						No designation TSI	*Schools identified for Comprehensive Support and Improvement (CSI) are classified with a 1 Star rating.
	Four Medium, one High Four Medium, one Low					High Medium High Low	No designation or TSI	
2 Stars	Three Medium, two Low One Medium, four Low					Medium Low	No designation or TSI	
1 Star	Six Low or Very Low Or bottom 5%*						TSI	

High Schools

Overall Rating	Proficiency (Reading/ Writing & Mathematics)	Separate Academic Indicator (Science & Social Studies)	Other Academic Indicator Transition Readiness (including English Language Learners)	Achievement Gap Closure	Opportunity & Access	Graduation Rate	Federal Student Group Designation	Notes
	Note: Standard setting will confirm level of indicator performance necessary for the Star ratings.							Can receive no higher than a 3-Star rating if Achievement Gap Closure is "Low (L)," "Very Low (VL)" or if identified for Targeted Support and Improvement (TSI).
5 Stars	Very High High	Very High High	Very High High	Very High High	Very High Very High	Very High Very High	No designation	
4 Stars	Any 5-star combination except Achievement Gap Closure is Medium						No designation	
	One Medium, four High Three Medium, two High					High Medium	No designation	
3 Stars	Any 4- or 5-Star combination except Achievement Gap Closure is Low Or Any 4- or 5-Star combination						No designation TSI	*Schools identified for Comprehensive Support and Improvement (CSI) are classified with a 1 Star rating.
	Four Medium, one High Four Medium, one Low					High Medium High Low	No designation or TSI	
2 Stars	Three Medium, two Low One Medium, four Low					Medium Low	No designation or TSI	
1 Star	Six Low or Very Low Or bottom 5%*						TSI	

LEA

Overall Rating	Proficiency (Reading/ Writing & Mathematics)	Separate Academic Indicator (Science & Social Studies)	Growth (including English Language Learners)	Achievement Gap Closure	Opportunity & Access	Transition Readiness (Composite at grades 5 and 8, High school includes English language learners)	Graduation Rate (4 and 5 year cohort)	Notes
	Note: Standard setting will confirm level of indicator performance necessary for the Star ratings.							Can receive no higher than a 3-Star rating if Achievement Gap Closure is "Low (L)," "Very Low (VL)" or there is a significant number of schools identified as CSI or TSI.
5 Stars	Very High High	Very High High	Very High Low	Very High High	Very High Very High	Very High High	Very High High	
4 Stars	Any 5-star combination except Achievement Gap Closure is Medium							
	One Medium, five High Three Medium, three High						High Medium	
3 Stars	Any 4- or 5-Star combination except Achievement Gap Closure is Low Or Any 4- or 5-Star combination						High Medium	
	Five Medium, one High Five Medium, one Low						High Low	
2 Stars	Four Medium, two Low Two Medium, four Low						Medium Low	
1 Star	Six Low or Very Low						Low	

b. Describe the weighting of each indicator in the State's system of annual meaningful differentiation, including how the Academic Achievement, Other Academic, Graduation Rate, and Progress in ELP indicators each receive substantial weight individually and, in the aggregate, much greater weight than the School Quality or Student Success indicator(s), in the aggregate.

Standards setting will confirm the weighting of the indicators in the overall rating. The values in the table below show the lower and upper ranges possible for each indicator.

Kentucky law, Senate Bill 1 (2017), requires that the annual overall summative performance evaluation for each school and district not consist of a single summative numerical score that ranks schools against each other. It does require the evaluation be based on a combination of academic and school quality indicators and measures, with greater weight assigned to the academic measures.

Overall Accountability Weights

	Proficiency (Reading/ Writing and Mathematics)	**Separate Academic Indicator** (Science and Social Studies)	**Growth** (including English Language Learners)	**Achievement Gap Closure**	**Opportunity & Access**	**Transition Readiness** (Composite at grades 5 & 8) (High school includes English learners)	**Graduation Rate** (4 and 5 year cohort)
Elementary/ Middle Schools	15-25	15-25	20-30	15-25	10-20	5-10	---
High Schools	10-20	10-20	---	15-25	10-20	20-30	5-15
Districts	10-20	10-20	10-20	10-20	10-20	10-20	5-15

c. If the States uses a different methodology or methodologies for annual meaningful differentiation than the one described in 4.v.a. above for schools for which an accountability determination cannot be made (*e.g.*, P-2 schools), describe the different methodology or methodologies, indicating the type(s) of schools to which it applies.

Kentucky does not use a different methodology.

vi. Identification of Schools *(ESEA section 1111(c)(4)(D))*

a. Comprehensive Support and Improvement Schools. Describe the State's methodology for identifying not less than the lowest-performing five percent of all schools receiving Title I, Part A funds in the State for comprehensive support and improvement, including the year in which the State will first identify such schools.

Based on the accountability system adopted by the Kentucky Board of Education on August 23, 2017, in school year 2018-2019, Kentucky will determine the bottom 5% of Title I schools, in each level (elementary, middle, and high school) by strength of school performance on school-level measures and indicators. Using the pool of schools identified in the lowest star ratings, Kentucky will rank schools to determine the bottom 5 percent and 10 percent based on the indicators of proficiency, separate other academic indicator for science and social studies, and growth at elementary and middle and the indicators of proficiency, separate other academic indicator for science and social studies, and transition readiness at high school. Additionally, Kentucky will identify any non-Title I schools that fall within that range of performance for Comprehensive Support and Improvement (CSI).

b. Comprehensive Support and Improvement Schools. Describe the State's methodology for identifying all public high schools in the State failing to graduate one third or more of their students for

comprehensive support and improvement, including the year in which the State will first identify such schools.

Based on the new accountability system adopted by the Kentucky Board of Education on August 23, 2017, in school year 2018-2019, Kentucky will identify all high schools with less than an 80 percent graduation rate for Comprehensive Support and Improvement. The state will use the four-year adjusted cohort rate.

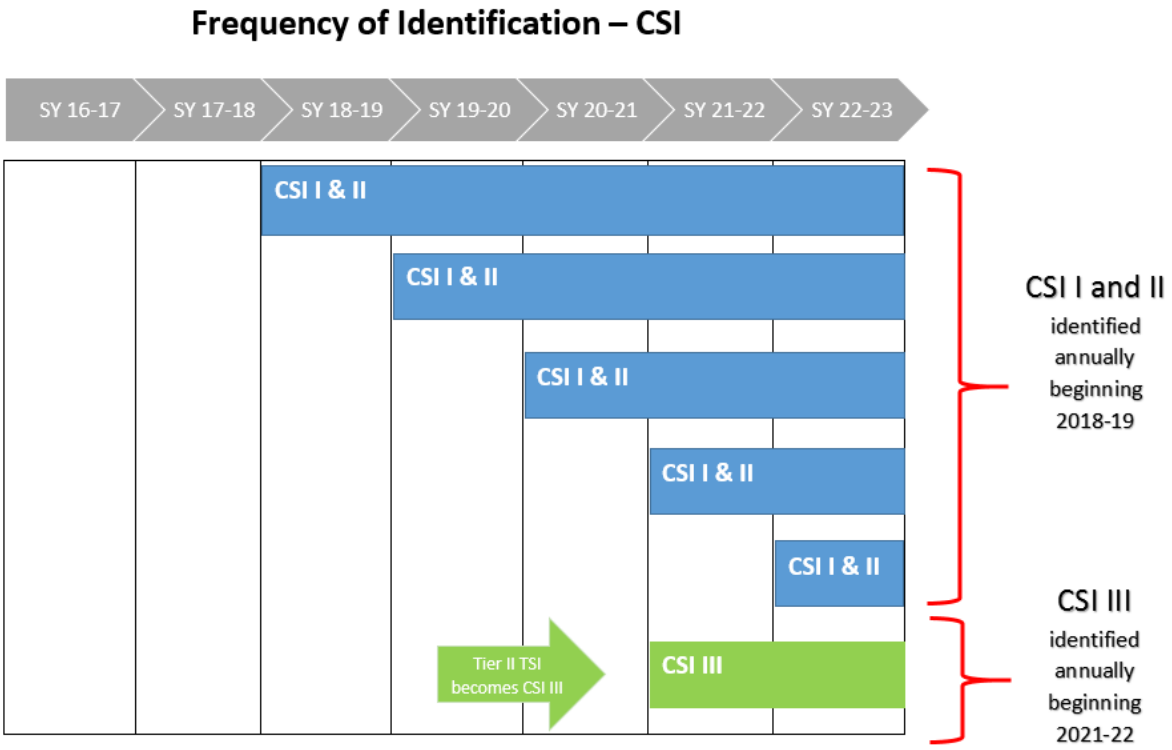
c. Comprehensive Support and Improvement Schools. Describe the methodology by which the State identifies public schools in the State receiving Title I, Part A funds that have received additional targeted support under ESEA section 1111(d)(2)(C) (based on identification as a school in which any subgroup of students, on its own, would lead to identification under ESEA section 1111(c)(4)(D)(i)(I) using the State's methodology under ESEA section 1111(c)(4)(D)) and that have not satisfied the statewide exit criteria for such schools within a State-determined number of years, including the year in which the State will first identify such schools.

Based on the new accountability system adopted by the Kentucky Board of Education on August 23, 2017, in school year 2021-2022, Kentucky will identify schools for Comprehensive Support and Improvement that have previously been identified for Tier II Targeted Support and Improvement and have not exited that status after three years. (See the chart below that summarizes the entrance criteria for both Targeted Support and Improvement and Comprehensive Support and Improvement Schools.)

Entrance Criteria	
Targeted Support and Improvement	**Comprehensive Support and Improvement**
A school will be identified for Targeted Support (TSI) if it meets the following criteria: Tier I Targeted Support (Early Warning) – Consistently Underperforming Subgroups: One or more subgroups performing as poorly as all students in any of the lowest performing 10% of Title I schools or non-Title I schools (by level – elementary, middle or high school) based on school performance, for two consecutive years (identified annually, beginning 2020-2021). Tier II Targeted Support (Low Performance) – Low-performing Subgroup(s): One or more subgroups performing as poorly as all students in any lowest performing 5% of Title I schools or non-Title I schools (by level – elementary, middle or high school) based on school performance (identified annually beginning 2018-19).	A school will be identified annually for Comprehensive Support (CSI) if it meets **any one** of the following categories: CSI I: Bottom 5% of Title I or non-Title I schools (by level – elementary, middle or high school, beginning 2018-2019); **OR** CSI II: Less than 80% graduation rate for Title I or non-Title I high schools (beginning 2018-2019); **OR** CSI III: Title I or non-Title I schools previously identified for Tier II Targeted Support for at least 3 years and have not exited (beginning 2021-2022).

d. Frequency of Identification. Provide, for each type of school identified for comprehensive support and improvement, the frequency with which the State will, thereafter, identify such schools. Note that these schools must be identified at least once every three years.

Kentucky will identify the lowest 5 percent of Title I schools and non-Title I schools that fall into that range annually. Kentucky will identify all high schools below 80 percent graduation rate, using the 4-year adjusted cohort graduation rate, annually. Kentucky will annually identify Tier II TSI schools for CSI after the school does not exit that status after three years.



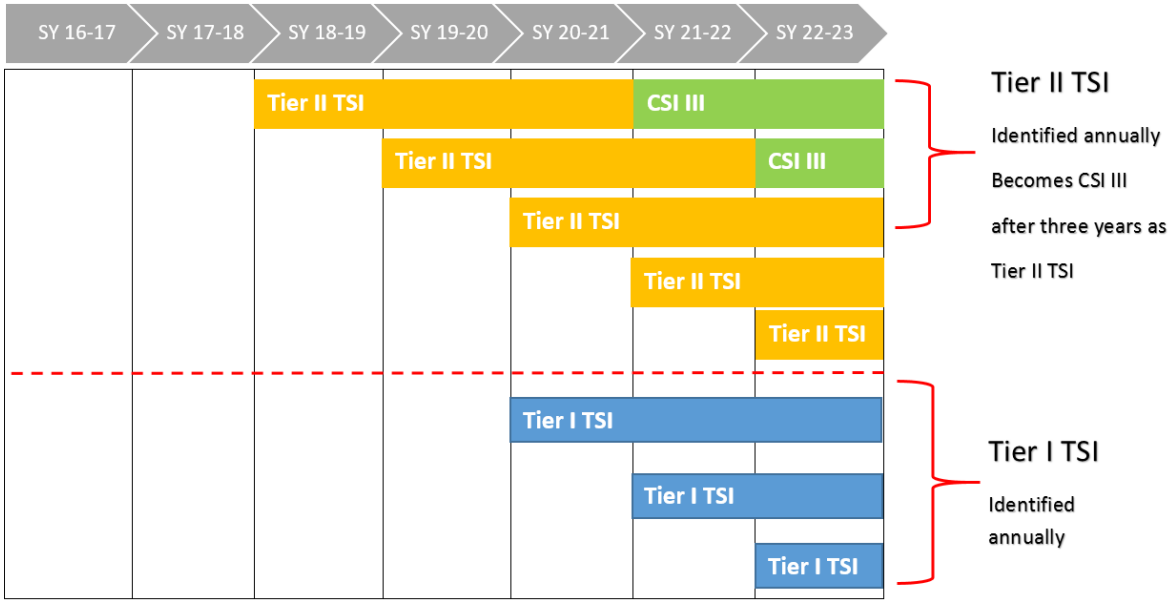
e. Targeted Support and Improvement. Describe the State's methodology for annually identifying any school with one or more "consistently underperforming" subgroups of students, based on all indicators in the statewide system of annual meaningful differentiation, including the definition used by the State to determine consistent underperformance. *(ESEA section 1111(c)(4)(C)(iii))*

Kentucky will identify schools for Tier I Targeted Support and Improvement (Early Warning – Consistently Underperforming Subgroups) where one or more subgroups are performing as poorly as all students in any of the lowest performing 10 percent of Title I schools or non-Title I schools (by level – elementary, middle or high school), based on school performance, for two consecutive years (identified annually, beginning 2020-2021). Using the pool of schools identified in the lowest star ratings, Kentucky will rank schools to determine bottom 5 percent and 10 percent based on the indicators of proficiency, separate other academic indicator for science and social studies, and growth at elementary and middle and the indicators of proficiency, separate other academic indicator for science and social studies, and transition readiness at high school.

f. Additional Targeted Support. Describe the State's methodology, for identifying schools in which any subgroup of students, on its own, would lead to identification under ESEA section 1111(c)(4)(D)(i)(I) using the State's methodology under ESEA section 1111(c)(4)(D), including the year in which the State will first identify such schools and the frequency with which the State will, thereafter, identify such schools. *(ESEA section 1111(d)(2)(C)-(D))*

Kentucky will identify schools for Tier II Targeted Support and Improvement (Low Performance) where one or more subgroups is performing as poorly as all students in any lowest performing 5 percent of Title I schools or non-Title I schools (by level – elementary, middle or high school), based on school performance (identified annually beginning 2018-19). Using the pool of schools identified in the lowest star ratings, Kentucky will rank schools to determine bottom 5 percent and 10 percent based on the indicators of proficiency, separate other academic indicator for science and social studies, and growth at elementary and middle and the indicators of proficiency, separate other academic indicator for science and social studies, and transition readiness at high school.

Frequency of Identification – TSI



g. Additional Statewide Categories of Schools. If the State chooses, at its discretion, to include additional statewide categories of schools, describe those categories.

This question does not apply to Kentucky's model.

vii. Annual Measurement of Achievement *(ESEA section 1111(c)(4)(E)(iii))*: Describe how the State factors the requirement for 95 percent student participation in statewide mathematics and reading/language arts assessments into the statewide accountability system.

Historically, Kentucky's test participation rate has been very high. Opting-out of statewide testing is not an option. Although parents have the right to opt their children out of public education by choosing home school or private school, parents cannot choose the provisions of public education with which they will comply. In "Triplett vs. Livingston County Board of Education, 967 S.W.2d (Ky. App. 1997)", the Kentucky Court of Appeals upheld the mandate of the Kentucky Board of Education that all students of public schools in the state participate in standardized assessments. Students may only be excused from the statewide assessment upon completion and approval of the Medical Nonparticipation or Extraordinary Circumstance request. Administrative regulation **703 KAR 5:240** establishes administrative procedures and guidelines for Kentucky's assessment and accountability program. Sections 8 and 9 specifically address student participation and are provided below. To summarize, if a student does not participate (via repeated absences or refusal to enter test answers) and does not have an approved exemption, the lowest reportable score on the appropriate test shall be assigned for accountability calculations for the school and district.

"Section 8. Student Participation in State Assessments. (1)(a) All students enrolled shall participate at the appropriate grade level for the state-required assessments in grades 3-8, the college readiness tests, and the writing on-demand tests.

(b) For assessment and accountability purposes, the state shall not use the primary level designator and all students in grades 3-12 shall be assigned a single grade level. The assigned grade level shall determine the state tests to administer.

(c) Exceptions for testing shall be made for medical-exempted students and foreign-exchange students.

(d) Students categorized as English learners (EL) shall follow testing guidelines set forth by the federal No Child Left Behind Act of 2001, 20 U.S.C. secs. 6301 et seq., or its successor.

(2) High school students shall participate in the state-required end of course testing program after completing the appropriate course linked to the end-of-course test.

(3) For the state assessments in grades 3-8, the college readiness tests, and the writing on-demand tests, a school shall test all students during the test window that are enrolled in each accountability grade on the first day of the school's testing window and shall complete a

roster in the electronic application provided by the Department of Education.

(4) For the end-of-course examination, the school shall test all students enrolled at the completion of the course associated with the state-required end-of-course examination and shall complete a roster in the electronic application provided by the Department of Education.

(5) A student retained in a grade in which state-required assessments are administered shall participate in the assessments for that grade again and shall continue to be included in all accountability calculations. A high school student who retakes a course attached to an end-of-course examination shall take the end-of-course examination at the end of the appropriate coursework.

(6) A student who is suspended or expelled but continues to receive instructional services required under KRS 158.150 shall participate in the state-required assessments."

"Section 9. Students Not Participating in State-Required Assessments. (1) If a student does not participate in state-required assessments, the school at which the student was enrolled on the first day of the testing window shall include the student in the roster in the electronic application provided by the Department of Education.

(2) A student who does not take the state assessments and does not qualify for approved exempted status shall be assigned the lowest reportable score on the appropriate test for accountability calculations.

(3) A student reaching the age of twenty-one (21) years of age who no longer generates state funding under Support Education Excellence in Kentucky shall not be required to participate in state-required assessments.

(4) A student who is expelled and legally not provided instructional services under the standards established in KRS 158.150 shall not be considered to be enrolled for a full academic year, and shall not be included in accountability calculations.

(5) If a student has been expelled or suspended at some point during a year and is enrolled but does not complete the state-required assessment, the student shall be included in the accountability calculation.

(6)(a) If participation in the state-required assessment would jeopardize a student's physical, mental or emotional well-being, a school or district shall submit a request for medical exemption, which shall be subject to the approval of the Department of Education and which describes the medical condition that warrants exempting a student from the assessments.

(b) An identified disability or handicapping condition alone shall not be considered sufficient reason for granting a medical exemption to state-required assessment and accountability requirements.

(c) A student with an approved medical exemption shall be excluded from state-required assessments and state and federal accountability calculations.

(7) A foreign exchange student may be assessed with state-required assessments, but the foreign exchange student scores shall not be included in the accountability calculations.

(8) If the student moves out of state or to a private school before state-required assessments can be completed in the school or district's announced testing window, the student shall be excluded from accountability calculations."

viii. Continued Support for School and LEA Improvement *(ESEA section 1111(d)(3)(A))*

a. Exit Criteria for Comprehensive Support and Improvement Schools. Describe the statewide exit criteria, established by the State, for schools identified for comprehensive support and improvement, including the number of years (not to exceed four) over which schools are expected to meet such criteria.

A school under comprehensive support and improvement status will exit upon meeting the following:

- it no longer meets the reason for its identification in the two consecutive years after identification; and
- it demonstrates continued progress on the data that served as the basis for the identification.

It is possible that schools will meet more than one entrance criteria and be designated for comprehensive support and improvement. In that situation, those schools will be required to meet the exit criteria for each area that led to entry into comprehensive support and improvement status.

b. Exit Criteria for Schools Receiving Additional Targeted Support. Describe the statewide exit criteria, established by the State, for schools receiving additional targeted support under ESEA section 1111(d)(2)(C), including the number of years over which schools are expected to meet such criteria.

In Tier II TSI schools, low-performing subgroups (subgroups performing as poorly as all students in any of the lowest performing 5 percent) must demonstrate subgroup(s) performance is above all students in any of the lowest 5 percent of all schools. Upon meeting that criteria, schools will exit Tier II targeted support and improvement status.

Exit Criteria	
Targeted Support and Improvement	**Comprehensive Support and Improvement**
Tier I Targeted Support: Consistently Underperforming Student Groups: *Districts determine exit criteria but at minimum must reflect the following:* Schools will exit when the specified subgroup(s): - move(s) above the performance of all students in the bottom 10% of Title I schools or non-Title I schools in comprehensive support and intervention. Tier II Targeted Support: Low-performing Student Group(s): Schools will exit when the specific targeted subgroup(s): - move(s) above the performance of all students in the bottom 5% of Title I schools or non-Title I schools in comprehensive support and intervention.	A school under Comprehensive Support will exit upon achieving: CSI I: Performance above the bottom 5% of Title I schools or non-Title I schools AND demonstrates continued progress on the data that served as the basis for identification; **OR** CSI II: A graduation rate above 80% for Title I or non-Title I high schools AND demonstrates continued progress on the data that served as the basis for identification; **OR** CSI III: All student group(s) performance is above all students in any of the lowest 5% of Title I or non-Title I schools AND demonstrates continued progress on the data that served as the basis for identification.

c. More Rigorous Interventions. Describe the more rigorous interventions required for schools identified for comprehensive support and improvement that fail to meet the State's exit criteria within a State-determined number of years consistent with section 1111(d)(3)(A)(i)(I) of the ESEA.

Kentucky has been recognized nationally in the area of school improvement. (See the study by Mass Insight found at this link: **https://cepa.stanford.edu/sites/default/files/wp17-05-v201706.pdf**). Looking forward and considering the freedoms permitted in ESSA, Kentucky seeks to expand upon its successes to continue to serve its struggling schools. Senate Bill 1, passed by the Kentucky General Assembly during the 2017 legislative session, also outlines certain steps to be taken in the area of school improvement/turnaround upon initial identification. Additionally, the current state regulations specifying school improvement processes must be revised by KDE to reflect the required criteria found in Senate Bill 1 and in ESSA. These will come before the Kentucky Board of Education in the fall of 2017.

Upon initial identification for Comprehensive Support and Improvement, CSI schools are subject to an initial comprehensive audit that will provide the following: a diagnosis of the causes of the school's low performance, with an emphasis on underperforming subgroups of students and corresponding critical resource inequities; a determination of the leadership capacity of the principal to lead as a turnaround specialist; an assessment of the interaction and relationship among the superintendent, central office personnel and the school principal; a recommendation of the steps the school may implement to launch and sustain a turnaround process; and a recommendation to the local board of education of the turnaround principles and strategies necessary for the superintendent to assist the school with turnaround efforts. Per Senate Bill 1, districts are required to select an audit team and a turnaround team that will develop the turnaround plan for the identified CSI school. Districts have the option to select the services provided by the Kentucky Department of Education or of an outside private entity with commensurate funds provided from KDE. Regardless of that selection, the Kentucky Department of Education will ensure the successful development and implementation of the school's turnaround plan through the monitoring and periodic review process provided for in ESSA.

Should the school fail to exit CSI status after three years, or not make annual improvement after two years, the Kentucky Department of Education will conduct an additional state-led comprehensive audit of the school and the district as well as make a determination as to the leadership capacity of the principal to lead the turnaround efforts and the school and district's capacity to support the turnaround process at the school level. Based upon those findings, KDE will work in partnership

with the district and the school to amend the school's Comprehensive School Improvement Plan (CSIP) and provide additional technical assistance.

The CSIP is a significant component of the continuous improvement process in Kentucky. School and district improvement efforts focus on student needs through a collaborative process involving all shareholders to establish and address priority needs, district funding and closing achievement gaps between identified subgroups of students. Additionally, schools and districts build upon their capacity for high-quality planning by making connections between academic resources and available funding to address targeted needs. More information about the support, tools and strategies associated with CSIPs and Comprehensive District Improvement Plans (CDIPs) can be found here: **http://education.ky.gov/school/csip/Pages/default.aspx**.

Following the state-led comprehensive audit, an additional audit will occur every two years, or as deemed necessary by the commissioner of education, until the school exits comprehensive status.

Additionally, KDE will provide Educational Recovery (ER) Staff to all CSI schools that do not exit CSI status after three years, or a school that does not make annual improvement over two years. Educational Recovery Directors (ERDs) are responsible for supervising Educational Recovery Leaders (ERLs) and Educational Recovery Specialists (ERSs), coordinating resources (including multiple educational partners, business, civic and faith-based providers), and providing leadership to ensure success in school leadership, culture, planning, organization, compliance and support services and resources. For each school identified for CSI, an ERL and two ERSs will be placed to support the turnaround work at the school. ERLs mentor and coach school leadership to ensure schoolwide decisions are made to enhance student achievement. Additionally, ERLs place an intentional focus on building schoolwide sustainable systems that support school improvement. They work with school leadership to develop a school improvement plan, curriculum, and a school budget, and work to promote a positive school culture. ERSs model best practices and coach teachers to provide quality instruction in the classroom and the necessary interventions. ER Staff will work with CSI schools to develop and execute strategies around the school's improvement plan.

An exception will be made for schools which are identified for comprehensive support and improvement and do not make any annual improvement, as determined by the department, for two consecutive years. These schools will receive the state led comprehensive audit after the second year rather than the third year so that KDE can take more immediate action to support the school.

d. Resource Allocation Review. Describe how the State will periodically review resource allocation to support school improvement in each LEA in the State serving a significant number or percentage of schools identified for comprehensive or targeted support and improvement.

KDE will periodically review resource allocation to support school improvement in each LEA serving a significant number or percentage of schools identified for comprehensive or targeted support and improvement.

For LEAs serving a significant number of CSI schools, during the comprehensive audit process outlined in (e) below, LEA resource allocation to support school improvement will be reviewed. KDE will address any identified inequities in resources that are having a negative impact on those schools and their students.

For LEAs serving a significant number of TSI schools, ER staff will review LEA resources and allocations to determine if they are being used effectively for school improvement.

e. Technical Assistance. Describe the technical assistance the State will provide to each LEA in the State serving a significant number or percentage of schools identified for comprehensive or targeted support and improvement.

LEAs Serving a Significant Number of CSI Schools
For districts serving a significant number of CSI schools, KDE will conduct a comprehensive audit at the district level to analyze the systems in place to support district level school improvement efforts for identified CSI schools. Additionally, the comprehensive audit will determine if district leadership has the capacity to lead school improvement efforts for CSI schools.

ER Staff will collaborate with the LEA to develop a district improvement plan to address the needs of low-performing schools. ER Staff will monitor the implementation of this plan. Additionally, ER Staff will monitor through 30/60/90-day plans to ensure that the LEA is providing direct support and leadership to the CSI schools.

LEAs Serving a Significant Number of TSI Schools:
KDE will provide districts serving a significant number of TSI schools professional development opportunities for district and school personnel. Each district will be assigned an ERL who will collaborate with the district to develop a 30/60/90-day improvement plan. The district also will receive periodic visits and assistance from an Educational Recovery Leader to ensure that the plan is being implemented.

Additionally, KDE will connect districts serving a high number of TSI schools to Hub Schools. In 2013, KDE identified three Hub Schools. These schools were low-performing schools that embraced the school turnaround process and became high-performing schools. The purpose of each Hub School is to capture its own best or promising practices based on data and results and to connect with other schools in their region, with emphasis on connections with those schools that have a TSI designation. Hub Schools will be a lab of support and "Hub" of learning activity for both students and adults. In addition, they will be knowledgeable of the promising/best practices from CSI schools to strengthen connections and address multiple needs within their geographic area.

f. Additional Optional Action. If applicable, describe the action the State will take to initiate additional improvement in any LEA with a significant number or percentage of schools that are consistently identified by the State for comprehensive support and improvement and are not meeting exit criteria established by the State or in any LEA with a significant number or percentage of schools implementing targeted support and improvement plans.

LEAs with a significant number of schools that are consistently identified for CSI or TSI status and do not exit could be subject to a review and potential audit regarding district governance, instructional programming, fiscal management and accountability, facilities, and transportation pursuant to the process provided in **KRS 158.780**, **KRS 158.785** and **703 KAR 3:205**. In addition to the actions taken under "More Rigorous Action" (Title I, Part A (4)(viii)(c)), KDE will collect data (e.g., operational audits, school and district report cards) from the school districts with a significant number of schools that are consistently identified for CSI or TSI status and do not exit. That data will then be analyzed pursuant to KRS 158.785, and the commissioner of education will determine if significant deficiencies are present to warrant an onsite management review of the district. If the commissioner of education determines that the onsite management review of the district has revealed that the

significant deficiencies indicate the presence of critically ineffective or inefficient management, the commissioner will order a management audit consistent with KRS 158.785. The findings of that management audit could lead to a continuum of action including, but not limited to: a corrective action plan for the district that would be monitored by KDE; designation of the district as a state-assisted district; or designation of the district as a state-managed district.

In state-assisted districts, the local board retains authority; however, KDE provides assistance to the district to develop and implement a plan to correct deficiencies found in the audit and monitors that development and implementation process. If the commissioner determines that the plan is being inadequately developed or implemented, he/she shall make a recommendation to the KBE to declare the district a "state-managed district." In state-managed districts, the local board loses authority and KDE/KBE assume supervision/operation of the district.

5. Disproportionate Rates of Access to Educators (*ESEA section 1111(g)(1)(B)):* Describe how low-income and minority children enrolled in schools assisted under Title I, Part A are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers, and the measures the SEA will use to evaluate and publicly report the progress of the SEA with respect to such description.[4]

The Kentucky Department of Education (KDE) focuses on equitable access to effective educators for all students, including minority students, those experiencing poverty, English learners and students with disabilities. Therefore, all districts and schools are charged with ensuring equitable access to experienced and effective teachers.

The Equitable Access for Effective Educators Plan for Kentucky (Equity Plan) was written in collaboration with the Equity Plan Work Group led by the Division of Next Generation Professionals. This group represented KDE, as well as the Education Professional Standards Board (EPSB) and Kentucky Center for Education and Workforce Statistics (KCEWS). Extensive shareholder comments and suggestions were collected through feedback loops including **online communication to solicit comments** and face-to-face meetings with **advisory committees**, civics groups, regional education cooperatives, and community groups. The Equity Plan was approved by the United States Department of Education (USED) September 10, 2015. The KDE's Equity Plan outlines a process to monitor and communicate the results of improvement efforts to shareholders, provide technical assistance for district personnel to support their efforts to implement strategies, engage in a continuous improvement process that

[4] Consistent with ESEA section 1111(g)(1)(B), this description should not be construed as requiring a State to develop or implement a teacher, principal or other school leader evaluation system.

highlights the purpose of the plan and use the results to measure success as well as determine next steps. Four areas of focus for the Equity Plan include:

- *Teacher Preparation*: increase the amount of training for pre-service teachers; increase the standards for literacy instruction in educator preparation programs; align the Kentucky Teacher Internship Program (KTIP) to the Professional Growth and Effectiveness System (name being changed to the Personnel Evaluation System); align preparation and accreditation programs; work with institutions of higher education to align current education practices.

- *Recruitment, Hiring and Placement*: improve district recruitment practices; review and evaluate statutes, policies and procedures that may contribute to inequitable hiring practices; review district and school teacher and student assignment policies; increase the pool of teachers equipped to work with diverse learners.

- *Ongoing Job-Embedded Professional Learning*: strategically allocate federal funds; review alternative funding streams; develop induction and mentoring programs; implement a coherent statewide system for professional learning that is aligned to educator effectiveness and is implemented as a continuous improvement process and not a one-time event or training; concentrate efforts on engaging teachers in the professional learning experiences that would most impact student achievement and on evaluating the impact in order to improve practice and demonstrate results.

- *Retention*: provide educator career pathway opportunities; improve the collaborative culture through effective school leadership.

The Equity Plan originally identified five measures used to evaluate the impact of the implemented strategies. However, due to the passage of Senate Bill 1 (2017), the measure and method for collecting teacher and leader effectiveness data will be adjusted to fulfill the state law regarding district reporting and data collection. The revised measures will be adjusted to reflect the disproportionality rates of the percent of students taught by inexperienced, out-of-field, and ineffective teachers on students who are identified as at-risk. The percentage of students taught by ineffective, inexperienced, and out-of-field teachers will be provided for each sub-population (students with disabilities, students experiencing poverty, minority students and English Learners). This data will be collected from multiple data sources including the EPSB Local Educator Assignment Data (LEAD) report and the district submission of ineffective and inexperienced teachers through the use of Infinite Campus (IC), the statewide student information system.

As referenced above, the Kentucky General Assembly passed Senate Bill 1, which brought significant changes to the previous teacher and leader effectiveness

system, the Professional Growth and Effectiveness System (**PGES**). PGES, in the past, provided KDE with effectiveness and growth data related to Kentucky's certified educators. The revision of the administrative regulation on PGES is currently underway and it will provide a statewide framework for evaluating certified personnel. The system's name is changing to the Personnel Evaluation System. (See the following link for the draft of changes to 704 KAR 3:370, Kentucky Framework for Personnel Evaluation, Item XIX.B.1., which received its first reading by the Kentucky Board of Education at its August 3 meeting with the final reading scheduled for October 4: **https://portal.ksba.org/public/Meeting.aspx?PublicAgencyID=4388&PublicMeetingID=20541&AgencyTypeID=1**.) However, Senate Bill 1 prohibits KDE from requiring districts to submit effectiveness data to the agency. It also puts development of teacher and leader evaluations in the hands of local districts and provides them with the ability to determine which system to use (can be PGES) that meets certain criteria. The revised data on disproportionality will be part of the regulation revision and pending approval of this administrative regulation, KDE will determine other types and accessibility of effectiveness data that will be available for reporting.

Support for and monitoring of equitable access is currently and will continue to be provided in several ways. Each year, **School and District Report Cards** are posted on the KDE website. These report cards provide information about each school and district, including test performance, teacher qualifications, student safety, awards, parent involvement and more. The School and District Report Cards were established by statute, **KRS 158.6453**, and regulation, **703 KAR 5:140** (will need revision to incorporate the changes in Senate Bill 1 and the new accountability system). In addition to meeting federal requirements, Kentucky created a tab on the report cards to publish each school's equity measures. Through an Equity Tab on the School Report Card, multiple measures for equitable access are publicly reported. The measures will have to be adjusted to align with the new requirements of Senate Bill 1 (2017) regarding teacher and leader effectiveness data. The Equity Tab will report, beginning with the 2018-19 school year:

- Working Conditions (school; district; state) – **TELL** (Teaching, Empowering, Leading and Learning) Survey results demonstrate the percentage rate responses of Agree/Strongly Agree for questions addressing Managing Student Conduct, Community Engagement and Support and School Leadership
- Disproportionality Measures (school; district; state) – Measures to focus on students' access to effective/experienced teachers by subgroup, i.e.,:
    - Percent of students in subgroups taught by ineffective, out-of-field and inexperienced teachers
    - Percent of new and Kentucky Internship Program (KTIP) teachers (school; district; state) – Number of new teachers in a building or teachers in the KTIP

- Percent of Teacher Turnover (school; district; state) – Number of teachers that leave a building, district, state or the teaching profession

Districts have access to effectiveness data and will receive support from KDE in identifying areas of concern to focus efforts for equitable access as well as recruiting and retaining effective teachers. There also will be opportunities for districts to focus efforts internally to create career pathways for strong, effective teachers. This will help keep strong teachers in the classroom as a support system to build capacity within their districts.

Finally, the school report card will allow districts to take a deeper dive into data and create a plan centered on student placement to help address identified gaps. Districts will address identified needs through setting goals in their Comprehensive School Improvement Plan (**CSIP**) and Comprehensive District Improvement Plan (**CDIP**), which will be reviewed annually.

Much of Kentucky's support and monitoring activities for all schools and districts center around the development, revision and monitoring of the CSIP or CDIP. Previously, schools that were identified as Focus or Priority Schools/Districts have specific processes and content requirements for development of the CSIP/CDIP relative to their status. This will continue for schools that are identified as Comprehensive Support and Improvement (CSI) and Targeted Support and Improvement (TSI) Schools under the ESSA. All other schools and districts (including all Title I schools) are required to complete a plan, but the requirements are not as prescriptive as those for the current Focus and Priority Schools and Districts as will be the case for the new CSI and TSI schools. The CSIP/CDIP process requires a needs assessment to be completed that includes the involvement of parents, students and the community. Committees, as part of this process, analyze and use the data to determine the school's or district's needs. The data is then synthesized into causes and contributing factors, translated into needs and then prioritized. Research-based goals, objectives, strategies and activities are developed to address the priority needs. Additionally, the process requires a review of the previous year's plan to evaluate its effectiveness, which is in turn used to inform the development process for the new plan and includes a plan for ongoing public communication. As a result, district plans will have strategies to address equitable access to teachers.

For the past several years, Kentucky also has been working with AdvancEd to implement its electronic Adaptive System of School Improvement Support Tools (ASSIST) system statewide in order to streamline, simplify and make more transparent both the planning and reporting process for schools and districts, and the monitoring process for KDE. Simultaneously, KDE has been increasing the amount of resources and the expectation that schools and districts must achieve consistently higher levels of performance through a continuous improvement framework. Currently, KDE is transitioning to a new system called *eProve* to perform these functions.

The purpose of ASSIST (now *eProve*) is to reduce the number of plans required of schools and districts, better align the state's data collection and practices with those of the U.S. Department of Education and ensure the use of a more comprehensive plan allowing districts to track resources used and results realized from the implementation of electronic plans. It provides schools and districts with a template for their plans, the ability to upload additional compliance data and a method for monitoring completion of school and district strategies in the plan.

Connecting Title I schools to the ASSIST (now *eProve*) process provides a support and intervention component, as the system requires a data analysis procedure that will lead to identification of the root causes leading to low student performance among subgroups. This enables schools to create a strategic plan that directly addresses the root causes and to effectively monitor the implementation and the impact of the plan.

An additional benefit of this collaboration is the development of an electronic state education agency monitoring process that flows from the school and district planning processes. The online tools allow school districts to upload a number of compliance documents, send them electronically to KDE and receive feedback. Further, it provides KDE with a centralized location for all monitoring documents and activities, and it is anticipated that ASSIST (now *eProve*) will reduce or eliminate some monitoring activities that had in the past been performed on-site.

Consolidated Monitoring will identify districts through a risk-based assessment that is currently being developed by KDE. Consolidated Monitoring provides districts an opportunity to review state (e.g., alternative programs, career and technical education, preschool) and federal programs (e.g., Title I, Title II, Title III, Title IV, Title V, IDEA, McKinney-Vento) with an eye toward effective implementation and collaboration. Aside from individual program reports, districts are provided consolidated reports that represent an opportunity for collaboration among the programs. Program monitors note effective practices identified during the monitoring visit as well as provide recommendations and corrective action plans for addressing noted common concerns and findings of noncompliance under federal and state law. Thus, Consolidated Monitoring provides for the identification and sharing of best practices, along with the remediation of deficiencies. These reports provide opportunities for programs to collaborate, streamline implementation and increase success.

Another aspect focuses on school leadership. KDE continues to work with the National Institute for School Leadership (**NISL**) to provide leadership training to school and district leaders. NISL is a thoroughly researched and fully tested program designed to assist schools and districts across the state with leadership development efforts. The intent is to build leadership capacity through distributed leadership, increase recruitment and retention of effective leaders and improve student achievement. NISL was selected for use by KDE for the following reasons:

- NISL has a track record of success – there are several large-scale evaluations of the program that have found schools led by NISL graduates increase student learning faster than comparable schools.
- NISL is focused on helping educators to become instructional leaders by increasing their leadership skills, subject area knowledge, and ability to implement best practices.
- NISL utilizes best practices in adult learning from education, business and the military to increase participant learning including computer simulations, case studies, and job-embedded practices.
- NISL employs a train-the-trainer implementation model which allows the state to implement LEAD-Kentucky with facilitators drawn from the best local Kentucky educators and sustain the program in the future.

6. School Conditions (*ESEA section 1111(g)(1)(C)):* Describe how the SEA agency will support LEAs receiving assistance under Title I, Part A to improve school conditions for student learning, including through reducing: (i) incidences of bullying and harassment; (ii) the overuse of discipline practices that remove students from the classroom; and (iii) the use of aversive behavioral interventions that compromise student health and safety.

The Kentucky Department of Education works across the agency to reduce incidences of bullying and harassment; the overuse of discipline practices that remove students from the classroom; and the use of aversive behavioral interventions that compromise student health and safety. The ways in which this is accomplished are discussed below.

(i) The Division of Student Success (DSS) responds to calls from parents/guardians who have concerns about their student(s) being bullied. DSS contacts the district to facilitate communication between the parents/guardians and the school (and district, if appropriate) about addressing the concerns and keeps a log of all of these contacts. DSS staff also offer training and technical assistance in the Olweus Bullying Prevention Program, as well as providing additional resources for parents, students, educators, and community members through the KDE website at **http://education.ky.gov/school/sdfs/Pages/Bullying.aspx**.

The DSS also collaborates with the Division of Learning Services (DLS) when responding to calls on bullying/harassment that involve students with IEPs. DLS staff work with schools to assist with removing barriers to providing a free, appropriate public education for students with disabilities.

(ii) **KRS 158.444** requires KDE to establish and maintain a statewide data collection system by which districts report the following information by sex, race, and grade level:

- All incidents of violence and assault against school employees and students;
- All incidents of possession of guns or other deadly weapons on school property or at school functions;

- All incidents of the possession or use of alcohol, prescription drugs, or controlled substances on school property or at school functions;
- All incidents in which a student has been disciplined by the school for a serious incident, including the nature of the discipline, or charged criminally for conduct constituting a violation of any offense specified in KRS Chapter 508 (e.g., Assault, Wanton Endangerment); KRS 525.070, Harassment, occurring on school premises, on school-sponsored transportation, or at school functions; or KRS 525.080, Harassing Communications;
- The number of arrests, the charges, and whether civil damages were pursued by the injured party; and
- The number of suspensions, expulsions, and corporal punishments.

DSS publishes an annual school safety statistical report on all of the behavior events and discipline resolutions, by district, pursuant to the requirement of KRS 158.444. This report includes an analysis by gender, race/ethnicity, grade, and socioeconomic status (free and reduced-priced lunch status). The latest report and information on KDE's data collection and technical assistance can be found at: **http://education.ky.gov/school/sdfs/Pages/Safe-Schools-Data-Collection-and-Reporting.aspx.**

(iii) The following resources and supports are provided through the Division of Learning Services (DLS) to assist schools and districts with the creation of safe, inviting and engaging learning environments for all students. DLS assists schools and districts with establishing and implementing a continuum of school-wide, evidence-based practices matched to each student's individual academic and behavioral needs. Through environments that foster effective instruction, sound interventions, and data-based decision making, opportunity and achievement gaps can be closed.

Positive Behavioral Interventions and Supports (PBIS) - The Kentucky Department of Education (KDE) is committed to supporting schools and districts with the implementation of multi-tiered systems of support that include academic, behavioral and mental health supports.

The Kentucky Center for Instructional Discipline (**KYCID**) and the University of Louisville's Academic and Behavioral Response to Intervention (**ABRI**) Project are funded through the state share restricted funds under Part B of the Individuals with Disabilities Education Act (IDEA). The partners have a long history of working with KDE, as well as working in local education agencies and schools across the state. In 2001, KDE began the initiative to promote safe and supportive learning environments for Kentucky students by launching the Kentucky Instructional Discipline and Support (**K.I.D.S.**) Project. Over the past 16 years, the project has continued to grow and expand into what is currently Kentucky's Positive Behavior Interventions and Supports (**KYPBIS**) Network hosted by the KYCID. The mission of the KYPBIS is to train and support schools in the implementation of positive, proactive, and instructional strategies to help develop

students who ultimately become self-disciplined, responsible and productive members of their communities. Schools are encouraged to implement the multi-tiered **PBIS** framework when they are ready to make a commitment and then to move through each tier based on their own school's data and needs.

Each year, schools involved in the project conduct a self-assessment of the current discipline system. Currently, there are over 500 schools across Kentucky that have been recognized for implementing the PBIS framework with fidelity.

The ABRI project is focused on developing training and technical assistance for schools through a blended approach of effective instruction and classroom management that formulate the universal level of PBIS and response to intervention (RtI) in the school and the classroom. ABRI is structured to provide statewide access to support with an emphasis on creating an infrastructure toward sustainability and capacity building within schools and educational cooperatives found across Kentucky. The goal is both to increase capacity in Kentucky and to evaluate academic and social outcomes for students across the state.

Kentucky also has nine regional special educational cooperatives that work with member school districts to provide professional learning related to mathematics, literacy and behavior. These centers provide a comprehensive regional support network that offers a host of services to school districts and schools directly. These centers also are funded by the KDE through IDEA Part B state set-aside funds.

Physical Restraint and Seclusion - Prior to 2013, Kentucky had no regulation governing the use of physical restraint and seclusion for the state's population of over 675,000 school children. To promulgate regulations providing for the physical welfare and safety of children in the public schools, and related to school safety and student discipline, the Kentucky Board of Education (KBE) and the KDE began work on an administrative regulation to guide school personnel in the safest use of physical restraint and seclusion. During the regulatory process, a tremendous volume of anecdotal, documentary, written and testimonial comment and feedback was received from educational partners and interested parties. After extensive, collaborative drafting, the regulation was completed and enacted on February 1, 2013.

This landmark regulation established the limitations and requirements for the use of physical restraint and seclusion in local districts, including notification to parents, law enforcement and the KDE, data collection requirements, training requirements for all school personnel and additional training requirements for a core team of individuals who may implement physical restraint or seclusion when there is imminent danger, and reporting requirements.

KDE, with support from various partners and experts across the state, also develops annual content for the web-based option of the training required of all

school personnel, pursuant to Section 6 (1) of **704 KAR 7:160**, *Use of Physical Restraint and Seclusion in Public Schools*. The focus is on positive behavioral supports and interventions to help school personnel increase appropriate student behaviors, decrease inappropriate or dangerous student behaviors and respond to dangerous situations.

The required annual trainings cover a broad range of information, including Introduction to PBIS, Implementing Schoolwide PBIS, Bullying Prevention and Considering Mental Health. The training includes video footage from Kentucky schools that are effectively implementing positive behavior intervention and support systems; endorsements for the use of school-wide positive behavior systems from leaders within the behavior field, administrators and other school personnel; and video examples of evidence-based practices to assist with implementation. The training also includes brief, focused, engagement activities. Over 40,000 teachers access these videos annually.

Behavior Institute - Every other year, the KDE partners with the Kentucky Council for Children with Behavior Disorders (**KYCCBD**) and other leaders to host a national Behavior Institute. The purpose of the institute is to equip educators with the tools, resources and supports needed to reduce barriers to learning. The 2017 Behavior Institute was recently held in Louisville, Kentucky with over 2,000 attendees including families, communities, and local, regional and state agencies. This year's focus was *Multi-Tiered Systems of Support: From Tears to Resilience*. Conference strands included PBIS, academic and behavior RtI (Response to Intervention), Social Emotional Learning, Effective Instruction, Mental Health and Trauma Informed Care.

Significant Disproportionality - With respect to disproportionality in special education, the Office of Special Education Programs (OSEP) in the U.S. Education Department (ED) that is charged with the responsibility of overseeing the requirements of the Individuals with Disabilities Education Act (IDEA) has placed multiple responsibilities on states and local school districts for children with disabilities. Each year states must report their status on three separate indicators in the IDEA Part B State Performance Plan (SPP)/Annual Performance Report (APR) that relate to disproportionality.

Indicator 4B reports what is referred to as the ***significant discrepancy*** of children with disabilities subject to out-of-school removals for greater than 10 days. For this indicator, each local district's discipline data for children with disabilities is examined to determine if children from any of the seven federal racial or ethnic groups are subject to out-of-school removals at a rate that exceeds the state's target. The state target for this type of disciplinary resolution is 0.15 percent overall as well as for any particular racial or ethnic group. If a district's overall rate or removals for children with disabilities or its rate for children with disabilities in any individual racial or ethnic groups exceeds 0.45 percent (three

times the state target), it is identified for review of possible significant discrepancy.

Indicators 9 and 10 review local district data for what is referred to as ***disproportionate representation***. Both of these indicators review child identification data by racial or ethnic group. Indicator 9 looks at the identification rates of children enrolled in the district by racial or ethnic group who have been identified for special education regardless of the identified disability category. Indicator 10 reviews similar data by each racial or ethnic group for children in the district identified for each of six different disability categories. In both cases, KDE uses a risk ratio formula to determine if children of a specific racial or ethnic group are more or less likely to be identified than children who are not of that racial or ethnic group. If a particular racial or ethnic group in either indicator is more than two times as likely to be identified as children not of that racial or ethnic group, then the district is identified for review of possible disproportionate representation.

OSEP also requires states to review district data for what is referred to as ***significant disproportionality*** across 14 separate categories and for each of the seven racial and ethnic groups of each of these categories. This is a total of 98 areas where a district's data are examined for significant disproportionality. In late 2017, OSEP issued amended regulations around significant disproportionality that states must begin implementing no later than July 1, 2018. However, prior to these amended regulations states were already charged with examining these same areas. These regulations established consistency across states as to how significant disproportionality must be determined. The regulations require states to use the risk ratio or alternate risk ratio methodology for determining significant disproportionality whereas previously states could have used any of several methods. Kentucky was already using a risk ratio to make its finding for significant disproportionality but will have to make some adjustments to its process to align with the amended regulations.

The 14 categories for significant disproportionality include the identification of a child as a child with a disability (one category), the identification of a child as a child with a particular disability (six categories), the placement of a child with a disability in a particular educational setting (two categories), and the disciplinary removals, suspensions and expulsions of children with disabilities (five categories). For each of these 14 categories, the state must review district data to determine if a child in any of the seven racial or ethnic groups is more likely to be identified for the focus of a given category than children who are not of that racial or ethnic group. In Kentucky, if a child of any racial or ethnic group is subject to the focus of the category at a rate that is in excess of three times that of children not of that racial or ethnic group, the district is found to have significant disproportionality. Districts that have significant disproportionality in any of these 98 areas are required to set aside 15 percent of their IDEA funds in a given year to provide academic or behavioral interventions some of which must focus on areas

that address their disproportionality. The amended regulations refer to this as comprehensive coordinated early intervening services (CCEIS).

Equity through Culturally Responsive Teaching and Universal Design for Learning - In an effort to assist schools and districts focus on equity, KDE is committed to providing training, support and assistance aimed at bringing an awareness of Universal Design for Learning (UDL) and Culturally Responsive Teaching (CRT) for all students. KDE program consultants provide training and support at regional, statewide and national conferences.

State Interagency Council for Services to Children with Emotional Disabilities - The State Interagency Council (**SIAC**) for Services to Children with Emotional Disabilities was established through legislation written in 1990 and continues to meet every fourth Wednesday of each month. It is a group consisting of various state agency representatives and the parent of a child with an emotional disability that oversees coordinated policy development, comprehensive planning and collaborative budgeting for services to children with emotional disabilities. The commissioner of education is the current SIAC chair.

The primary goal of SIAC is to coordinate local and state resources to serve children with severe emotional disabilities in their own homes, schools and communities and to avoid out-of-home placements. SIAC also offers oversight and consultation to various other child-serving programs and initiatives.

Kentucky AWARE (Advancing Wellness And Resilience in Education) - To address concerns of diagnosable childhood mental illness and suicide, the **Kentucky AWARE** initiative strives to improve mental health literacy among adults in school communities and to build cross-system capacity for comprehensive mental health approaches for students. In this way, children developing mental health challenges or who are in crisis are more likely to be identified early and supported with appropriate interventions.

Kentucky AWARE has engaged a cross-system state management team to help develop critical resources, guidance and tools that can help schools support student mental health most effectively and efficiently. These include a statewide model for integrating school mental health into a Multi-Tiered System of Supports (**MTSS**) framework that employs evidence-based interventions and collaborative, data-driven decision making practices; guidance regarding brief, regular mental health screening for all students; and development of robust, collaborative partnerships across school and community mental health providers. The AWARE initiative is bringing a wide variety of interventions and approaches to schools, among them PBIS, Second Step, professional development on trauma-informed approaches, increased on-site clinical providers, Parents As Teachers, yoga, Capturing Kids Hearts, bullying prevention trainings and others. Outcomes data from implementation of these interventions will inform KDE-developed guidance for schools statewide.

7. School Transitions *(ESEA section 1111(g)(1)(D))*: Describe how the State will support LEAs receiving assistance under Title I, Part A in meeting the needs of students at all levels of schooling (particularly students in the middle grades and high school), including how the State will work with such LEAs to provide effective transitions of students to middle grades and high school to decrease the risk of students dropping out.

The following are ways that the state will support districts in meeting the needs of students at all levels of schooling to provide effective transitions of students to middle grades and high school to decrease the risk of students dropping out.

Enacted in 2000, **KRS 158.146** required the establishment of a comprehensive statewide strategy to provide assistance to local districts and schools to prevent students from dropping out of school. KDE supports a Persistence to Graduation (PtG) Tool within the statewide student information system that identifies students in elementary through high school that show a risk of becoming off-track to graduate. For SY 2016-17, KDE launched a new Early Warning Tool in the statewide student information system for grades 9-12 that uses data-mining to more accurately predict which students are most at risk of dropping out. Eventually, that tool will become more robust and expand to include the lower grades. Until that time, KDE staff provide training and technical assistance on both tools, including when it may be preferable to use one over the other and what kinds of interventions may be appropriate to best address the risk factors identified for each student.

The Division of Student Success (DSS) also houses a variety of Persistence to Graduation (PtG) initiatives, including a professional learning community, PtG eNews distributed via a listserv, and an annual PtG Summit, webinars, etc., to enhance LEAs' abilities to provide effective transitions, including resources for students who transition in and out of alternative education settings, and those who decrease the risk of dropping out. (See **http://education.ky.gov/school/Pages/Persistence-to-Graduation.aspx for details.**)

KRS **160.380** defines "alternative education program" as a program that exists to meet the needs of students that cannot be addressed in a traditional classroom setting but through the assignment of students to alternative classrooms, centers, or campuses that are designed to remediate academic performance, improve behavior, or provide an enhanced learning experience. Alternative education programs do not include career or technical centers or departments. Pursuant to **704 KAR 19:002**, districts are required to ensure that each alternative education program:

- Aligns with college and career readiness outcomes;
- Is not limited in scope or design; and
- Includes training to build capacity of staff and administrators to deliver high-quality services and programming that conform with best practices and guide all students to college and career readiness.

DSS monitors compliance and quality in alternative education programs, including annual identification of Alternative Programs of Distinction that can be a model to other alternative education programs. These programs are recognized annually by the Kentucky Board of Education. (See **http://education.ky.gov/school/eap/Pages/default.aspx.**)

DSS also leads interagency efforts to address chronic absenteeism through a state work group that includes multiple state agencies along with both district and community representation. The work group has identified primary and secondary priorities for the state-level work that include defining chronic absenteeism for Kentucky students; quantifying, identifying and disseminating resources to address chronic absenteeism; building buy-in at both the state and local levels; creating data visualization tools for use at the state, district, and school levels; and examining the impact of other state legislation like SB 200, which aims to decrease students being referred to the court for status offenses like truancy. The work group also collaborates with the Regional Interagency Councils that are focusing their efforts on addressing chronic absence and truancy to ensure alignment with state efforts.

Additionally, transition efforts are underway by KDE's Division of Learning Services, focused on students with disabilities, as described below. The Kentucky State Systemic Improvement Plan (**SSIP**) is part of the IDEA Part B SPP/APR that focuses on Results Driven Accountability (RDA). The SSIP is a comprehensive multi-phase plan designed to assist LEAs in building capacity and infrastructure to support teachers' use of effective evidence-based practices in the classroom. The State identified Measurable Result (SiMR) is focused on improving outcomes in mathematics for students with disabilities, specifically in grade 8. Ensuring growth in mathematics by grade 8 was essential based on the current research in dropout prevention and to allow students with disabilities to transition to high school successfully.

Additionally, Kentucky's plan focuses on evidence-based and promising practices ensuring students with disabilities, including those with significant disabilities, graduate prepared for success in postsecondary education and employment. The basis of this work continues to:

- Improve local level transition planning and implementation through active student-focused partnerships centered on the three pillars of employment, community inclusion and independent living through learning or professional learning communities;
- Build capacity at the local level in working with the LEAs to deliver effective transition services by partnering with the **Kentucky Interagency Transition Council**, KDE, University of Louisville, and the Human Development Institute (**HDI**) at the University of Kentucky;
- Promote awareness about the three pillars of transition through professional conference presentations and workshops; and

- Provide resources that will be housed on the KDE transition website for dissemination and access of available resources for the schools in the districts to access.

B. Title I, Part C: Education of Migratory Children

1. Supporting Needs of Migratory Children *(ESEA section 1304(b)(1))*: Describe how, in planning, implementing, and evaluating programs and projects assisted under Title I, Part C, the State and its local operating agencies will ensure that the unique educational needs of migratory children, including preschool migratory children and migratory children who have dropped out of school, are identified and addressed through:

   The Kentucky Department of Education (KDE) participates in the four-step continuous improvement model recommend by the Office of Migrant Education: Comprehensive Needs Assessment (CNA); Service Delivery Plan (SDP); implementation of the plan; and a program evaluation of both program implementation and performance.

   KDE recently underwent a thorough comprehensive needs assessment where the agency examined the needs of all migrant students ranging from birth through age 21, which included preschool children, students enrolled in school, those out of school, and in how parents support their eligible migrant children. KDE completed a performance evaluation and used that data in combination with parent and staff feedback via Parent Advisory Council (PAC) meetings and surveys to create the student profile. The needs assessment committee used the profile to create concern and need statements that comprised the CNA. The committee consisted of state, regional, and local level Migrant Education Program (MEP) staff, the evaluator and continuous improvement plan committee, and experts in early childhood education, Title III, college and career readiness coach, math and reading specialists, parent involvement specialists, and consultants with the state and regional PACs. The Kentucky Department of Education will review the annual implementation evaluation, bi-annual performance evaluation, annual Out-of-School Youth (OSY) profile and services information, demographic data and Consolidated State Performance Report (CSPR) annually while reviewing the CNA to determine if the process needs to be repeated and the CNA updated.

   Regional and local staff completed an educational needs assessment on all students, ages three through twelfth-grade, and a needs assessment specific to OSY and the OSY Profile, supported by the Graduation Outcomes for Success for the Out-of-School Youth (GOSOSY) Consortium, at least annually. The educational needs assessment collects data on the family as a whole and on the student based upon his/her grade level. It is completed within two weeks of a new move, within two weeks of a new school term starting, every time new grades are posted, when assessment results become available, and any other time the student has a change in need. The OSY Profile is completed either at the time of recruitment or within two weeks of the OSY being recruited into the program and is updated at least annually or when the youth has a change in need. The funded

MEPs use this information to plan services for each group of students. Completion of needs assessments and OSY Profiles are monitored on a regular basis by the SEA and regional offices using reports generated in MIS2000, the state data system for MEPs. The SEA and regional offices also monitor the assessment of student needs during annual on-site and/or desk monitoring.

i. The full range of services that are available for migratory children from appropriate local, State, and Federal educational programs;

The Kentucky Migrant Education Program (KYMEP) works closely with all possible programs at the local and state level to identify and meet the needs of all migrant students ages birth through 21 regardless of which school (if any) is attended. Once a student is identified as migrant, the school is notified and the advocate is assigned to the child and immediately begins collaborating with all programs within and surrounding the child's community. The MEP staff assist families in registering for school, communicates with the Family Resource Centers, Title I Part A staff, and liaisons to homeless students to identify additional needs and once those needs have been identified, migrant children are subsequently enrolled in all applicable programs. Migrant students are categorically eligible for free lunch in every school district in Kentucky, including private schools. Free lunch extends during the summer term, as well.

Some, but not all, of the programs that MEP students participate in while enrolled in public or private schools include, but are not limited to, the following: Title I Part A, Homeless program, McKinney-Vento program, Title III, Response to Intervention, 21st Century, Rural Low Income, University of Kentucky Cooperative Extension programs, local health department, and university dental colleges.

The MEP staff works diligently with all available resources to identify and meet the needs of preschool age students (ages 3 through 5 not enrolled in kindergarten), as well. Upon enrolling a preschool age student in the Migrant Education Program, the staff meets with many agencies to assess the student's needs and how to best meet his/her needs. Local school districts with preschool programs, Head Start, or Migrant Head Start are contacted and attempts are made to enroll the child into a state- or federally-funded preschool. The staff then works with that agency and the family to identify resources to meet the student's other needs, such as the following: dental, vision, vaccines, birth certificates and other significant records. Preschool age students who do not enroll in a state or federally funded preschool are assisted with applying for child care assistance programs or provided services in the home. The program works closely with the Hands program based out of local

health departments, First Steps, and other programs to ensure that all of the students' needs are being met by other resources before directly providing services.

Out-of-School Youth and students who have dropped out of school are assisted with identifying their needs and the program works to re-engage them in school. The MEP staff works with credit recovery programs, Adult Basic Education programs, High School Equivalency (HEP) programs, and the Community Education Program among others to re-engage students who are not enrolled in school. The MEP staff also works with various community organizations to meet the student's other needs that may be preventing them from effectively participating in school.

ii. Joint planning among local, State, and Federal educational programs serving migratory children, including language instruction educational programs under Title III, Part A;

At the state level, the Kentucky Migrant Education Program works closely with many state and federal programs to raise awareness of migrant students, the program, and student needs. The state has been working to improve the effectiveness and timeliness of identifying migrant students within the National School Nutrition Program in Kentucky. The goal is to automate the system so that as soon as a student is identified as migrant, he or she will be categorically eligible and documented for free lunch for the year plus the first 30 days of the next school year, which includes any location where the student may move within the state.

The KYMEP also has worked closely with the Title III program to ensure that all staff statewide understand the difference between the two programs, the responsibilities of each program, and to provide professional development to staff.

Additionally, the program is collaborating with career and technical education staff to improve access of migrant students to career ready options. The Kentucky Department of Education (KDE) will implement innovative strategies and resources to address the educational demands of all students. To accomplish this and prepare them for 21st Century Skills, the agency is in the process of piloting Career and Technical Regional Academies. These academies constitute partnerships of multiple school districts and Career and Technical Centers with curriculum and programs driven by local business and industry. This concept creates a broad learning experience for all students and allows transient students the opportunity to remain in the school of origin.

The 21st Century and the Migrant Education Program work together at the state level to ensure that services are aligned to student needs and that programs supplement not supplant and meet other federal requirements. Some migrant programs also are working closely with their Title I, Part A consultants to improve the summer programs for all students.

iii. The integration of services available under Title I, Part C with services provided by those other programs; and

The Kentucky Department of Education (KDE) takes a three-pronged approach to effective Identification and Recruitment (ID&R) and servicing migrant students: statewide recruitment and training; regionally-based recruitment and training; and locally-based recruitment. The KDE employs a state ID&R Coordinator/State Director who oversees all ID&R efforts, monitors quality control, and maintains the state database. The ID&R Coordinator/State Director reviews reports from MIS2000, the state data system, to ensure that the services being provided to students are accurately documented. The priority for service is students being seen at least twice a week.

The second prong of the Kentucky Department of Education ID&R approach is at the regional level. The state contracts with local operating agencies and regional centers, which are responsible for the identification and recruitment and services of students in low incidence areas and local education agencies that qualify for a standalone Migrant Education Program (MEP), but have opted not to operate one. The regional service centers offer a wide variety of services to the students. Since they operate out of a school district, cooperative or university, they rely heavily on the collaboration within the district. Thereafter, efforts are made to get students into programs that the district or community is already offering. They also will provide summer tutoring and summer camps for middle and high school students. The regional service center hires regional recruiters who serve the out-of-school youth in the non-standalone districts.

The third prong of the Kentucky Department of Education's approach to ID&R and services occurs at the local level. Each LEA or consortia that qualify for and wish to operate a MEP must employ a recruiter/advocate; the state highly encourages that the recruiter be bilingual in the two most frequently spoken languages of the migrant population in that area. At the local level the recruiter/advocate or tutor will provide the services to students from birth through age 21. The local MEP offers a wide variety of services to meet the student's needs including: transportation, science tutoring, social studies

tutoring, math tutoring, reading/writing tutoring, credit accrual, interpreting, referrals, and health, dental and eye care.

The purpose of the Kentucky migrant education program is to provide exceptional services to migrant students to ensure they do not fall between the cracks and have the same opportunities as other students. During the summer, the local migrant programs must have a four- to six-week summer program that offers at least 80 hours of summer instruction to students. During this time, some districts offer summer incentives including field trips to get students to participate in the program**.**

iv. Measurable program objectives and outcomes.

Objectives and outcomes are gleaned in the following areas: reading/writing, math, high school dropout/prevention rate, school readiness, and out-of-school youth. In the area of reading/writing, the current goal is to increase the K-PREP (state test) proficiency score in reading for migrant students to 65.6 percent for elementary school students and 63.9 percent for middle school students by SY 2018-19. The measurable objectives for reading include the following: Each year (beginning in Fall 2017), 20 percent of Priority for Services (PFS) and Below Grade Level migrant students who receive two or more supplemental migrant services per week will advance at least one proficiency level on the K-PREP reading assessment.

Several service delivery strategies will be employed and include the following:

- 1.1(1) During the school year, PFS students and those who are below grade level in reading (grades K-5/6) will receive MEP support at least twice a week.
- 1.1(2) Provide middle and high school students who are below grade level in reading with data-driven reading instruction at least twice per week.
- 1.2 In the summer, local projects will provide at least 80 hours of summer instruction (that includes reading/writing) through programs that are at least three days per week for four to six weeks [704 KAR 3:292, Section 2(2)].
- 1.3 Local projects will support all migrant students (not only the most at-risk) using these recommended practices:
    - tailor supplemental academic instruction to student needs;
    - review formative/interim assessment data as an early warning/progress monitoring process; and
    - use research-based reading interventions that are consistent and promote student growth.

- 1.4 Provide home visits to parents that focus on literacy development.
- 1.5 Dedicate at least one Parent Advisory Council/Parent Involvement (PAC/PI) meeting to the theme of literacy development; tailor the topics to the ages and reading levels of the children.
- The **mathematics** target is to increase the K-PREP mathematics proficiency score for migrant students to 64.3 percent for elementary school students and 62.7 percent for middle school students by SY 2018-19. The measurable objectives for mathematics include the following:
- Each year beginning in Fall 2017, 20 percent of PFS and Below Grade Level migrant students who receive two or more supplemental migrant services per week will advance at least one proficiency level on the K-PREP mathematics assessment. Several service delivery strategies will be employed and include the following:
- 2.1 During the school year, PFS students and those who are below grade level 1 in mathematics will receive MEP support at least twice a week.
- 2.2 In the summer, local projects will provide at least 80 hours of summer instruction (that includes mathematics and Science, Technology, Engineering and Mathematics [STEM] development) through programs that are at least three days per week for four to six weeks [704 KAR 3:292, Section 2(2)].
- 2.3 Local projects will support all migrant students (not only the most at-risk) using these recommended practices:
    - tailor supplemental academic instruction to student needs,
    - review formative/interim assessment data as an early warning/progress monitoring process, and
    - use research-based mathematics interventions that are consistent and promote student growth.
- 2.4 Provide home visits to parents that focus on mathematics literacy development.
- The measurable objectives for **high school graduation/dropout prevention** include the following:
- By fall 2017, 75 percent of high school students will be on track to graduate as indicated by the MEP CCR (college and career ready) Checklist. The percentage of high school students targeted for supplemental academic services who receive MEP CCR services and two or more supplemental services per week who are on track to graduate will increase by 10 points over the baseline established in 2016-2017.

Several service delivery strategies will be employed and include the following:

- 3.1 Ensure that migrant secondary students receive essential information and resources about career choices and continuing education.
- 3.2 Collaborate with school-based programs to ensure equal access to college and career resources. Partner with counselors, CCR counselors (available in some districts), CCR resource labs, etc.
- 3.3 Review Persistence to Graduation tool information (Kindergarten through Grade 12 [K-12] report in Infinite Campus, the statewide student information system) to identify early indicators of "at risk" migrant students.
- 3.4 Migrant students will have improved access to involvement in co-/extra-curricular activities.
- 3.5 Develop informational packets with graduation requirements for families that address the specific needs of students who are moving/highly mobile.
- 3.6 Educate migrant parents with children in grades 6-12 on high school graduation requirements.
- The measurable objectives for **school readiness** include the following:
- Increase the overall percent of Kentucky kindergarten students demonstrating kindergarten readiness (KSCREEN) to 74.5 percent in 2018-19. Each year beginning in fall 2017, the percent of migrant preschool age children either enrolled in preschool or receiving 10 or more in-home service contacts who demonstrate kindergarten readiness on KSCREEN (preschool screener) will increase by 10 percentage points over the prior year. Several service delivery strategies will be employed and include the following:
- 4.1 Train KYMEP service providers on how to promote school readiness and model activities for migrant parents.
- 4.2 Assist parents with enrolling their children in preschool programs and kindergarten.
- 4.3 Develop a statewide preschool screener for KYMEP service providers to use with migrant families whose children are not enrolled in preschool.
- 4.4 Provide home-based services for those who do not attend a preschool program.
- The measurable objectives for **out-of-school youth** include the following:
- Provide and coordinate support services that meet the needs of all students' Measurable Program Outcomes (MPO): Increase the percent of OSY who demonstrate improved

language proficiency on the Graduation and Outcomes for Success for OSY (GOSOSY) English Language Screener after receiving 20 or more hours of English instruction to 75 percent. Increase the percentage of OSY who are participating in structured education programs (GED, for those above the compulsory school age, or HS Diploma/Credit Recovery) to 4 percent. Several service delivery strategies will be employed and include the following:

- 5.1 Regional and local programs will provide opportunities for development of basic English and life skills through mini-lessons and resources for independent learning using instructional and assessment resources from the GOSOSY consortium and website.
- 5.2 Local projects will support recovery youth* in articulating personal educational goals and accessing educational opportunities. *Recovery youth are defined as OSY who indicate an interest in or are eligible to obtain a high school education, receive a GED, or participate in structured adult education and/or job training.

2. Promote Coordination of Services *(ESEA section 1304(b)(3))*: Describe how the State will use Title I, Part C funds received under this part to promote interstate and intrastate coordination of services for migratory children, including how the State will provide for educational continuity through the timely transfer of pertinent school records, including information on health, when children move from one school to another, whether or not such move occurs during the regular school year.

The KYMEP has developed a handbook for the use of the Migrant Student Information Exchange (MSIX) system and a separate handbook for the use of the MIS2000 Web Application. The Kentucky Department of Education has held two statewide meetings where consultants informed field staff of the new regulations for MSIX and how we plan to implement the regulations. All MEP staff are required to inform parents about the MSIX system in a manner agreed upon by the local or regional Parent Advisory Councils (PAC), review the data contained in the system with the parents as suggested by the PAC (within reason), and take actions to ensure that the data contained in the system is accurate. Staff are required to use the Consolidated Student Report to assist with the proper enrollment of all students, must review the Consolidated Student Report with school staff for all students who have an enrollment in another state or country, and to send move notifications when made aware of a child moving out of the area.

The KYMEP has worked closely with data specialists from the Kentucky Department of Education and Management Services for Education Data (MS/EdD), the proprietor of MIS2000, to automate much of the process for uploading data into MSIX. The regional data clerks upload new student

enrollment records, withdrawals, and other data into the database on a daily basis. The server then uploads this data to MSIX every night. On the 10th, 20th, and 30th of every month, the state student information system, Infinite Campus, exports data into MIS2000. This mass import includes all course history data, assessments, health, and most enrollment data. The import will continue to occur every 10 days year round, making all data available in MSIX within ten days of its availability whether the move occurs during the regular school year or not.

In addition to using MSIX, intrastate collaboration is achieved through the use of the MIS2000 Web Application. All MEP staff have secure access to record and review data held within the Web Application. Staff record services provided, a service start and end date, funding source, provider name and certification, and a comment detailing what was accomplished and next steps. Service providers update the web application on a regular basis, daily to bi-weekly, ensuring timely transfer of data. When a student moves to another area within the state, the new service provider can quickly and easily see what the student's needs were in the previous district, prior Certificates of Eligibility (COEs), test scores, services provided and has next steps outlined. The web application has assisted the program in providing more appropriate services, reducing the duplication of services and better tracking student needs.

3. Use of Funds *(ESEA section 1304(b)(4))*: Describe the State's priorities for the use of Title I, Part C funds, and how such priorities relate to the State's assessment of needs for services in the State.

   KYMEP funds support two SEA program consultants along with additional funds set aside for tablets, recruitment sweeps, contracts, and travel.

   KYMEP funds provide for five regional service centers along with additional funding support to LEAs that generate a base of $55,500 to provide Parent Advisory Councils (PAC) and employ recruiters, advocates and tutors.

   The KYMEP is guided by the Service Delivery Plan (SDP) and is updated on an ongoing basis to provide guidance to regional and local program initiatives. The SDP is the primary tool for implementing the overall goals of the KYMEP.

   SDP articulates the following: needs of the migrant children on a statewide basis, measureable assessment outcomes of the KYMEP and how the outcomes address the states performance targets, services provided by the KYMEP and the evaluation of the program and whether or to what degree it is implemented with fidelity.

C. Title I, Part D: Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent, or At-Risk

1. Transitions between Correctional Facilities and Local Programs *(ESEA section 1414(a)(1)(B))*: Provide a plan for assisting in the transition of children and youth between correctional facilities and locally operated programs.

Transition services correspond to each student's treatment plan and graduation plan. Students are given the Learning and Working Styles Inventory and Career Assessment. A behavioral and work-related inventory is administered to determine additional student needs and interests. These needs are addressed in the student's individualized transition plan. Partnerships with Vocational Rehabilitation, Kentucky Tech (part of KDE), Job Corps, virtual learning, and availability of college correspondence courses make transition a top priority. The Department of Juvenile Justice and the Department of Corrections retain 15-30 percent of their allocation for transition services. Both state agencies have designated personnel to oversee transition within each facility; however, the LEAs will coordinate the transition services for students.

Additionally, the Kentucky Department of Education's (KDE) Division of Student Success staff represent KDE on several state groups that address the transition of children and youth between correctional facilities and locally-operated programs, including the Juvenile Justice Advisory Board, the Juvenile Justice Oversight Council and the Kentucky Educational Collaborative for State Agency Children.

Additionally, the Kentucky Department of Education (KDE) assists in the transition of youth and children with disabilities between correctional facilities and locally-operated programs by exercising its General Supervision responsibility to oversee educational programming in facilities operated by the Department of Corrections (DOC) and the Department of Juvenile Justice (DJJ) as required under Part B of the Individuals with Disabilities Education Act (IDEA). This oversight includes local education agencies (LEAs) that have one or more DJJ facilities within their boundaries that provide educational services within these facilities.

This oversight includes a two-fold approach:

- compliance monitoring to ensure all IDEA-eligible students receive a free appropriate public education (FAPE).
- provision of technical assistance, including the dissemination of best practices to assist the corrections facilities in providing effective transition for students into public schools or the workplace.

2. Program Objectives and Outcomes *(ESEA section 1414(a)(2)(A))*: Describe the program objectives and outcomes established by the State that will be used to assess the effectiveness of the Title I, Part D program in improving the academic, career, and technical skills of children in the program.

The goal of the Title I, Part D (TIPD) program is to provide supplemental services to promote student success at meeting the state's rigorous academic standards. Additionally, the TIPD program looks to improve the academic, career and technical skills of children and youth who have been placed in local or state secure-care institutions who are neglected, delinquent or at risk so they might

become productive members of society and reduce recidivism back to secure-care settings.

The program objectives and indicators to assess program effectiveness include:
Objective 1: To maintain and improve educational achievement of participants. TIPD subgrantees will include details in the program plan for funding. TIPD programs will provide an individualized instructional experience using Individual Learning Plans (ILPs) or Individual Graduation Plans (IGPs), and beginning with their intake process include the identification of each student's academic strengths and weaknesses.

- Indicator 1.1: Students will progress academically above their current level in math and reading.
    - TIPD programs will monitor progress through pre- and post-assessments over the course of the student's stay in the facility. Subgrantee recipients will submit a performance report annually.
- Indicator 1.2: The percentage of students that pass the state-mandated tests will increase annually.
    - This indicator will be measured through state assessment data released on the School Report Card annually.

Objective 2: To increase the number of school credits accrued by participants that meet State requirements for grade promotion and high school graduation. TIPD programs will include details in the program plan for funding.

- Indicator 2.1: The percentage of students promoted from remedial classes to grade level will increase annually.
    - Academic growth will be measured using score increases in post-assessments as compared to pre-assessments used, ILPs/IGPs, classroom assessments, and grades upon entry. Subgrantee recipients will submit a Performance Report annually.

Objective 3: To provide participants with transition services to regular programs or other education programs operated by local education agencies. Each TIPD program will provide individualized transition or aftercare plans for students in their facility, and keep documentation of meetings for each student to include collaboration with career and technical programs and attendance by representatives of the secure-care education team and the student's LEA to discuss academic progress, future transition to LEA, and postsecondary goals. Subgrantee recipients will submit a performance report annually and will include details in the program plan for funding.

- Indicator 3.1: Students who move into a school program will remain in that program until completion.
    - TIPD programs will monitor this indicator through their tracking process up to 90 days after leaving the facility, as applicable.

Objective 4: To assist participants in completing high school (or high school equivalency requirements) and obtaining employment, or providing participants with postsecondary education and/or job training programs after leaving the correctional facility or institution for neglected or delinquent children and youth. Each TIPD program will provide individualized transition or aftercare plans for

students in their facility and keep documentation of meetings for each student to include collaboration with career and technical programs and attendance by representatives of the secure-care education team and student's LEA to discuss academic progress, future transition to LEA, and postsecondary goals. Subgrantee recipients will submit a performance report annually and will include details in the program plan for funding.

- Indicator 4.1: The percentage of students completing high school or GED requirements will increase annually.
    - TIPD programs will monitor this indicator through their tracking process up to 90 days after leaving the facility, as applicable.
- Indicator 4.2: The percentage of students entering the workforce, entering postsecondary institutions, or job training programs following release from state custody will increase annually.
    - TIPD programs will monitor this indicator through their tracking process up to 90 days after leaving the facility, as applicable.

Additionally, the Kentucky Department of Education (KDE) is in the process of implementing the **New Skills for Youth** initiative. This initiative is employer-led which ensures cross-institutional involvement and is designed to connect students with in-demand careers. Through dual credit and scholarship opportunities, students will receive credentials which are highly valued by business and industry. Neglected and delinquent students served through this initiative receive the academic, career readiness skills necessary to successfully transition to postsecondary or the workforce.

D. Title II, Part A: Supporting Effective Instruction

The Kentucky Department of Education (KDE) utilizes Title II, Part A funds for the purpose of addressing section 2001 of ESSA, including activities to:

- increase student achievement consistent with the challenging state standards;
- improve the quality and effectiveness of teachers, principals and other school leaders;
- increase the number of teachers, principals and other school leaders who are effective in improving student academic achievement in schools; and
- provide low-income and minority students greater access to effective teachers, principals and other school leaders.

Under Title II, Part A, 95 percent of the state grant is sub-granted to Local Education Agencies (LEAs). Although State Education Agencies were provided the option to reserve an additional 3% of the total state allocation for 2017, KDE chose not to reserve these funds from the LEA sub-grants due to the needs at the local level. The remaining five percent is used for administration and state-level activities. These funds are provided to states and LEAs based on a formula that considers the population and level of poverty. KDE received a preliminary state allocation of approximately $32 million in Title II, Part A funds for fiscal year 2017 (FY17). Of this amount, approximately $30.4 million will be sub-granted to the 173 LEAs. A proportional share of the state-level activities will be

utilized to provide professional learning services to Kentucky's nonprofit, private school teachers and administrators.

1. Use of Funds *(ESEA section 2101(d)(2)(A) and (D))*: Describe how the State educational agency will use Title II, Part A funds received under Title II, Part A for State-level activities described in section 2101(c), including how the activities are expected to improve student achievement.

   Kentucky's plan for the use of Title II, Part A funds underscores the agency's belief that the best way to improve student achievement is to increase the effectiveness of educators who are closest to students. The Kentucky Department of Education (KDE) will provide support for implementation of rigorous standards, educator effectiveness and improved student achievement through strong investment in educators, especially principals who are well-prepared and supported to lead the professional development of other educators. Professional learning for principals is focused on the four domains of the Charlotte Danielson Framework for Teaching that include planning and preparation, classroom environment, instruction and professional responsibilities. This professional learning includes personalized support, regional learning labs, statewide networking opportunities and Plus One thought partnering. The intended outcome of this professional learning is to ensure that educators are supported through meaningful, formative feedback cycles that promote peer-to-peer learning and distributed leadership models.

   In addition, KDE employs staff who are specifically dedicated to the implementation of professional growth and evaluation systems that align to Kentucky's Framework for Teaching and support educator development at the local level. (Note: The regulation that specifies the criteria and implementation of the teacher and leader effectiveness system, the Professional Growth and Effectiveness System (**PGES**) (being renamed Personnel Evaluation System), is under revision due to requirements by a new state statute, **Senate Bill 1 (2017)**. A draft of the revised regulation was considered for its first reading by the Kentucky Board of Education in August with final approval scheduled to occur on October 4. The current draft of the revised regulation can be found at **https://portal.ksba.org/public/Meeting.aspx?PublicAgencyID=4388&PublicMeetingID=20541&AgencyTypeID=1** under Item XIX.B.1.)

   KDE staff support local education agencies through virtual, on-site and regional meetings to ensure that Title II, Part A funds are being used for the development, recruitment and retention of effective educators. This is KDE's best investment toward improving student achievement at the local level. The KDE will support career and technical education teacher preparation by expanding the New Teacher Institute (**NTI**), which offers a 24-month professional learning experience to those career and technical education teachers coming into the profession with multiple years of work experience. The NTI provides just-in-time instruction, mentoring, face-to-face meetings, online meetings, and professional learning communities to first year career and technical education teachers. The NTI will prepare new

teachers, increase retention, and provide much needed support to teachers coming into the profession with multiple years of experience in their field. Finally, KDE provides funding for professional learning and equitable services to private and non-profit schools in order to ensure the effectiveness of teachers, principals and other leaders in non-public schools, as well.

2. Use of Funds to Improve Equitable Access to Teachers in Title I, Part A Schools *(ESEA section 2101(d)(2)(E))*: If an SEA plans to use Title II, Part A funds to improve equitable access to effective teachers, consistent with ESEA section 1111(g)(1)(B), describe how such funds will be used for this purpose.

   The Kentucky Department of Education (KDE) will utilize Title II, Part A funds to support Equitable Access to Effective Educators through a variety of activities in all Kentucky schools. Kentucky's Equitable Access to Effective Educators Plan includes four strategic areas: teacher preparation; recruitment, hiring and placement; on-going job-embedded professional learning; and retention. In service of these strategies, Kentucky will continue the administration of the Teaching, Empowering, Leading and Learning (**TELL**) Survey among public school teachers and principals in Kentucky's schools. The survey yields valuable information related to teacher preparation and induction, professional learning and working conditions that speak directly to retention of educators, all of which contribute to the overall effectiveness of educators. This is a valuable tool for both state and local planning efforts with regard to educator effectiveness.

   KDE provides a platform for comprehensive district and school improvement. Within the platform, KDE provides an equity diagnostic to guide the evaluation of current strategies and planning for next steps to ensure that students have access to effective educators. This includes the collection and analysis of data, with questions to guide discussion and reflection. The process and resources support each school/district's development and integration of equitable access into their goals for comprehensive improvement. KDE has worked with other state agencies to reduce the administrative burden on career and technical education teachers choosing to come to the profession from industry. Through this work, the administrative burden on new teachers will be reduced.

   KDE will support career and technical education teachers through the expansion of the NTI. The NTI offers a 24-month professional learning experience to those career and technical education teachers coming into the profession with multiple years of work experience. The NTI will provide just-in-time instruction, professional learning communities, face-to-face meetings, online meetings, and mentorship support in order to increase preparation and retention. KDE will support equitable access to effective educators through investment in a statewide professional learning network of principals who are primarily responsible for student-teacher assignments, community partnerships, coordinating the work of the school with education councils and boards of education, allocating resources, school scheduling, professional learning plans, and the growth and evaluation of

certified educators.

3. System of Certification and Licensing *(ESEA section 2101(d)(2)(B))*: Describe the State's system of certification and licensing of teachers, principals, or other school leaders.

The Kentucky Department of Education does not oversee the state's system of certification and licensing of teachers, principals or other school leaders. Under the authority of state law, the Education Professional Standards Board (**EPSB**), in full collaboration and cooperation with its education partners, promotes high levels of student achievement by establishing and enforcing rigorous professional standards for preparation, certification, and responsible and ethical behavior of all professional educators in Kentucky. The EPSB is responsible for issuing and renewing certificates for all Kentucky teachers, administrators and other school professionals. This year, EPSB has worked closely with Western Kentucky University and the Green River Regional Educational Cooperative, with KDE serving in an advisory role, to redesign principal certification through the University Principal Preparation Initiative. EPSB and KDE staff work closely with local school districts in the hiring process to ensure a properly credentialed educator in every professional position in Kentucky schools. EPSB staff also works with Kentucky colleges and universities, out-of-state institutions, and national evaluation and accrediting agencies. The Commissioner of Education serves as a voting ex-officio member of the EPSB. The EPSB website can be found at the following link: **http://www.kyepsb.net/**.

Kentucky certification is based upon the completion of an EPSB-approved educator preparation certification program that includes student teaching and testing, when applicable. Kentucky requires a recommendation from the certification official at the college/university where the applicant completed his/her initial teacher preparation program and student teaching regarding the specific teacher preparation program completed, grade level, type of degree/program and completion date. EPSB ensures that preparation programs for Kentucky educators meet established standards of quality. It facilitates the accreditation process, reviews and approves programs and continuous assessment materials, and provides technical assistance for program improvement. It also coordinates the review of university-based alternative routes to certification programs and is responsible for emergency program review.

Base Teaching Certificates

The Kentucky base teaching certificates are as follows:

- Interdisciplinary Early Childhood Education (Birth to Primary) - Preparation outlined in **16 KAR 2:040**
- Elementary School (Primary through Grade 5) - Preparation includes the academic disciplines taught in the elementary school
- Middle School (Grades 5 through 9) - Preparation includes either one or two teaching fields selected from English and communications, mathematics,

science, or social studies; candidates who choose to simultaneously prepare for teaching in the middle school and for teaching exceptional children are required to complete only one middle school teaching field

- Secondary School (Grades 8 through 12) - Preparation includes one or more of the following specializations: English, mathematics, social studies, chemistry, physics, biology or earth science
- Middle/Secondary School (Grades 5 through 12) - Preparation includes one or more of the following specializations: agriculture, business and marketing education, family and consumer science, industrial education or engineering and technology
- Elementary/Middle/Secondary School (Primary through Grade 12) - Preparation includes one or more of the following specializations: art, foreign language, health, physical education, integrated music, vocal music, instrumental music or school media librarian
- Exceptional Children (Primary through Grade 12 and for collaborating with teachers to design and deliver programs) - Preparation includes one or more of the following specializations: learning and behavior disorders, moderate and severe disabilities, hearing impaired, hearing impaired with sign proficiency, visually impaired, or communication disorders
- Occupation-Based (Grades 5 through 12) – Preparation outlined in **16 KAR 2:020**. Preparation includes a minimum of four years of successful and appropriate occupational experience in the area to be taught with at least two years of experience completed in the last five years

Restricted Base Certificates

The restricted base teaching certificates are as follows:

Psychology (Grades 8 through 12)
Sociology (Grades 8 through 12)
Journalism (Grades 8 through 12)
Speech/Media Communication (Grades 8 through 12)
Theatre (Primary through Grade 12)
Dance (Primary through Grade 12)
Computer Information Systems (Primary through Grade 12)
English as a Second Language (Primary through Grade 12)

Endorsements to Certificates

Endorsements to teaching certificates include:

Computer Science (Grades 8 through 12)
English as a Second Language (Primary through Grade 12)
Gifted Education (Primary through Grade 12)
Driver Education (Grades 8 through Grade 12)
Literacy Specialist/Reading (Primary through Grade 12)
Instructional Computer Technology (Primary through Grades 12)

Other Instructional Services

Other instructional services include:

Consultant Endorsement for Environmental Education (Primary through Grade 12)
Endorsement for School Safety (Primary through Grade 12)
Endorsement for Mathematics Specialist (Primary through Grade 5)
Learning and Behavior Disorders (Grades 8-12)
School Counselor
School Nurse
School Psychologist
School Social Worker
Junior Reserve Officer Training Corps
Principal (Primary through Grade 12)
Supervisor of Instruction (Primary through Grade 12)
Director of Pupil Personnel
Director of Special Education
Superintendent

Alternative Routes to Certification

The Kentucky General Assembly, under **KRS 161.048**, enacted alternative routes to teacher and administrator certification for persons who have demonstrated exceptional work and/or educational experiences. EPSB is the state agency that establishes standards and procedures for the alternative route options. The EPSB provides technical assistance to qualifying individuals who have potential as educators in Kentucky schools, to local boards of education, and to institutions of higher education in implementing these options. There are currently eight alternative routes.

- Option 1: Exceptional Work Experience Certification
- Option 2: Local District Training Program Certification
- Option 3: College Faculty Certification
- Option 4: Adjunct Instructor Certification
- Option 5: Veterans of the Armed Forces
- Option 6: University-Based Alternative Route to Certification
- Option 7: Institute Alternative Route to Certification
- Option 8: Teach for America (TFA) Alternative Route to Certification

4. Improving Skills of Educators *(ESEA section 2101(d)(2)(J))*: Describe how the SEA will improve the skills of teachers, principals, or other school leaders in order to enable them to identify students with specific learning needs, particularly children with disabilities, English learners, students who are gifted and talented, and students with low literacy levels, and provide instruction based on the needs of such students.

The Kentucky Department of Education (KDE) will continue to provide schools and districts access to consultants with expertise related to students with specific disabilities, English learners, students who are gifted and talented, and students with low literacy levels; culturally responsive instruction; universal design for learning; response to intervention and all disciplinary content areas. Regional education cooperatives also will continue to provide training and support specific to these areas, especially the Special Education Cooperatives that provide on-site and regional support for educators.

KDE will continue to promote the Literacy Design Collaborative (**LDC**) as a means to address specific learning needs and provide differentiated content literacy resources, instructional strategies and assessments; and the Math Design Collaborative (**MDC**) to identify specific misconceptions that students have about mathematics and how to address them individually. KDE will continue to provide resources for educators from the National Board for Professional Teaching Standards body of knowledge, such as the "know your students" standard that provides content and grade-specific recommendations for addressing the academic and social-behavioral needs of each and every student. KDE will continue providing a New Teacher Institute for all industry experts choosing to enter the field of education. This will be a 24-month professional learning experience that is projected to increase retention of these teachers.

Additionally, KDE has a federal State Personnel Development Grant (**SPDG**) with two goals for building the skills of Kentucky teachers of students with disabilities. The first SPDG goal is the Gap Initiative, also known as Co-Teaching for Gap Closure (**CT4GC**). As the name implies, the goal is focused on narrowing the proficiency gap between students with and without disabilities. CT4GC staff identify evidence-based practices with high "effect size" on student learning and achievement, then train teachers of students with disabilities and their general education partners on the practices. After conducting training events, CT4GC staff go into the field to direct the coaching of teachers to ensure fidelity of implementation.

CT4GC is focused upon teachers of students with "high incidence" disabilities. The students are typically educated in general education settings using the co-teaching model. General education teachers, school administrators and district administrators also are included in the initiative. CT4GC does not limit itself to scaling up the co-teaching model across the state. As noted above, it emphasizes identifying, training and coaching evidence-based instructional practices. It also collaborates with Kentucky's regional Educational Cooperative consultants who facilitate the use of co-teaching practices in school districts and classrooms by acting as on-site coaches.

CT4GC is the sole source of KDE technical assistance on co-teaching. Since colleges and universities do not instruct their students on appropriate co-teaching practices, CT4GC serves as an important resource for all teachers who instruct

students with disabilities within the general educational setting. CT4GC staff are currently developing online co-teaching modules to preserve CT4GC's knowledge and practices after the end of the SPDG. (Note: EPSB pointed out that it does require approved educator preparation programs to train cooperating teachers who will host student teachers on the seven co-teaching strategies.)

The second SPDG goal is the Low Incidence Goal. Teachers of students with low incidence disabilities (Multiple and Severe Disabilities (MSD)) are few in number and are often isolated within their school buildings and districts. Since they do not typically have a local community of practice for low incidence teachers, the Low Incidence Goal provides training, evidence-based practices, coaching and a community of practice for teachers of students with MSD.

The initiatives within the Low Incidence Goal are "progressive". They include:

- Training and coaching of low incidence teachers occurs to teach them how to provide academic instruction to students with MSD. Each year, a cohort is accepted, which lasts for three to four years. Teachers are provided with intensive training around teaching academics to students with MSD. After training comes coaching, which is aided by "bug in the ear" technology for coaching teachers in rural parts of the state. Communities of practice are routinely held to assist teachers in thinking through and resolving teaching problems encountered during the school day.
- Training and coaching teachers occurs to assist students with MSD in learning functional communication skills and consequently decreasing unwanted behavioral issues. Technical assistance is delivered through the "tiered approach." Universal information is provided to interested teachers; more intense communities of practice for teachers and speech/language therapists are convened by the SPDG staff; and in-depth training and coaching teams, including school staff and parents, are established, to assist the teams with establishing appropriate communication systems for students whose severe behavior impedes their ability to benefit from instruction.
- College and Career Readiness for the 1 percent may be the only initiative in the country to train and coach teachers and district staff to assist students with MSD to acquire work experience within their local communities. Curriculum has been written, training and coaching provided, and local work sites developed to assist teachers in helping students become ready for life after graduation. Students are provided with instruction and on-the-job coaching, to assist them in obtaining and keeping jobs after they graduate from high school.
- **The MSD Consortium** is a group of Kentucky university educators who teach students studying to become MSD teachers. The consortium works at the "big picture" level by working on and resolving policy issues. Examples of the consortium's work include writing an addendum to the Kentucky Teacher Internship Program (**KTIP**) to accurately evaluate Kentucky's MSD teachers in their first year of teaching; piloting a

program to allow universities to observe and coach student teachers through distance technology instead of on-site; and developing resources for MSD teachers which were sent to every director of special education within the state.

Last, through the State Systemic Improvement Plan (**SSIP**), Kentucky has worked to develop a cascade of linked implementation teams at the state, region, district and building level who are focused on identification and removal of problems of practice through improvement cycles. The establishment of the building level teams will provide the direct supports needed to grow the capacity of teachers to use evidence-based practices in the classroom. LEAs will continue to receive monthly coaching on implementation science, training effectiveness and fidelity measures. Through the SSIP, districts have developed training plans that include growth measures, operationalized teacher practices, follow-up supports and coaching plans. Although the SSIP is currently focused only in the area of mathematics, the capacity of the state, region and district to support and sustain effective implementation of evidence-based practices in the classroom can be applied to any content area in the future.

5. Data and Consultation *(ESEA section 2101(d)(2)(K))*: Describe how the State will use data and ongoing consultation as described in ESEA section 2101(d)(3) to continually update and improve the activities supported under Title II, Part A.

The Kentucky Department of Education (KDE) will continue to provide an electronic platform for posting certified vacancies and hiring information through the Kentucky Educator Placement Service (KEPS). This system provides KDE with valuable data about the educator workforce and informs critical shortage and minority educator reporting. The system provides a mechanism to ensure that educators are appropriately certified to teach in areas to which they are assigned. This assists KDE planning for recruitment, preparation and retention support provided to schools and districts.

The TELL Survey (Teaching, Empowering, Leading and Learning) results provide data to be analyzed for trends related to professional learning, working conditions and other constructs. These results are provided at the state, district and school level. The data inform KDE planning related to the type, format and frequency of professional learning as indicated by educator input.

In addition, the electronic platform that houses the equity diagnostic yields valuable data to KDE about student, teacher and principal demographics and assignments, as well as school and/or district-determined information such as equitable opportunity and access, educator experience and educational attainment and/or turnover. KDE will use this information to review school and district needs and plans to inform staff decision-making and planning about the type and nature of technical assistance that is needed.

KDE has also created a new database system that will collect data on all new occupation-based industry certified teachers. The system will track admission, attendance, assessments, credentials earned, completion of tasks and completion of the professional learning program.

6. Teacher Preparation *(ESEA section 2101(d)(2)(M))*: Describe the actions the State may take to improve preparation programs and strengthen support for teachers, principals, or other school leaders based on the needs of the State, as identified by the SEA.

The Kentucky Department of Education (KDE) does not oversee teacher preparation programs for the state. The agencies with primary responsibility over teacher preparation are the Education Professional Standards Board (EPSB), which oversees program approval, accreditation, internship, certification and educator ethics, in conjunction with the Council on Postsecondary Education that approves the operation of higher education institutions in Kentucky. However, the KDE will continue to partner with the Kentucky Council on Postsecondary Education (**CPE**) and the EPSB to recruit, prepare, support and retain an effective diverse educator workforce. KDE will continue to partner with faculty from institutions of higher education in consortia related to educating students with disabilities, understanding and implementing Kentucky's Academic Standards, integrating Kentucky's educator growth and evaluation systems, coordinating the KTIP in collaboration with EPSB and cooperating around Kentucky's educational priorities in order to prepare future educators to be classroom- and school-ready on their first day in a Kentucky classroom or school.

KDE will collaborate with partners from P-12, institutions of higher education and LEAs to ensure that transitions from high school education pathways into teacher preparation programs are smooth and efficient, including the negotiation of dual credit and transferability agreements; from teacher preparation programs into field placements, including student and mentor-teacher assignments; and from teacher preparation programs into certified positions, including successful placement and completion of KTIP and induction programs for early career educators. KDE will continue to partner with national education organizations, such as **Educators Rising** and the National Board for Professional Teaching Standards to define, communicate, provide aligned standards for, and support an educator career pathway that begins in early career and extends through advanced credentialing and leadership. KDE will provide teacher preparation directly through the NTI for those teachers coming into the profession with multiple years of experience in an industry. The NTI provides professional learning and preparation in lesson planning, curriculum, assessment, classroom management and instruction for students with special needs. KDE also will provide support for career and technical educators who are seeking alternate certification, including training in effective instruction, curriculum planning, classroom management, instructional planning and professional development.

Additionally, Kentucky has increased its involvement with the Collaboration for Effective Educator Development, Accountability and Reform (CEEDAR) Center,

which is a technical assistance center designed to help states, Institutes of Higher Education (IHE) and LEAs create coherent professional learning systems that provide learning opportunities for teachers and leaders. The mission of the Kentucky CEEDAR work is to empower current and future teachers and leaders through intentional experiences to implement and sustain evidence-based practices in supportive environments to ensure opportunity and equity for all learners. The mission was developed through the collaboration of representatives from the KDE, Education Professional Standards Board (EPSB), University of Kentucky (UK), University of Louisville (U of L) and Thomas More College. The work is a representation of multiple departments within the KDE, including those working with the SSIP and SPDG, program standards, certification, learning services, educator preparation, special education and college readiness divisions.

Several of the Kentucky CEEDAR goals directly and indirectly support the SSIP as follows:

- Goal 1: Align statewide initiatives with CEEDAR work. The blueprint directly mentions alignment with the SSIP and SPDG.
- Goal 3: Create a common knowledge base concerning terminology related to and the implementation of Multi-tiered Systems of Support (**MTSS**), evidence-based practices (EBPs) and High Leverage Practices (HLPs) across the curriculum. Under this goal, Kentucky CEEDAR partners will identify the core effective practices that all teachers should know, including at the pre-service level. Developing a consistent language across all of the programs, including the SSIP, is a key outcome.
- Goal 5: Disseminate and scale models to enhance educator preparation and clinical-based opportunities across Kentucky.

Another way the KDE is partnering with IHEs is by working to utilize a common fidelity measure. The KDE team is establishing a crosswalk between High Leverage Practices developed by the CEEDAR Center and the walkthrough observation tool used for the SSIP, known as the Observation Tool for Instructional Supports and Systems (OTISS) to ensure the same measures of effectiveness are being used. IHEs are planning to integrate the use of High Leverage Practices into teacher preparation programs. Through these collaborative efforts, Kentucky is growing capacity beyond the SEA to effectively support teachers.

As KDE scales up the work of the SSIP, alignment with Kentucky's CEEDAR goals will provide a foundation for current and new teachers around effective teacher practices and use of evidence-based practices in the classroom. This will establish an enabling context for teachers beginning at the inception of their teacher practice, thereby strengthening the ability to meet the needs of students.

E. Title III, Part A, Subpart 1: English Language Acquisition and Language Enhancement

1. Entrance and Exit Procedures *(ESEA section 3113(b)(2)):* Describe how the SEA will establish and implement, with timely and meaningful consultation with LEAs representing the geographic diversity of the State, standardized, statewide entrance and exit procedures, including an assurance that all students who may be English learners are assessed for such status within 30 days of enrollment in a school in the State.

   The Kentucky Department of Education (KDE) already had standardized **entrance and exit procedures** in place prior to the passage of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act (ESSA). At the December 2016 All Federal Programs meeting, Kentucky requested guidance concerning the need to develop new entrance and exit criteria under ESSA since the state was already meeting this requirement. In a response dated January 19, 2017, the U.S. Office of State Support (OSS) stated that Kentucky could continue to use the same procedures if they met all of the requirements in the statute and final regulations. As a result, KDE will continue those procedures.

   As part of **703 KAR 5:070**, all local school districts are required to administer a Home Language Survey (HLS) to students enrolled in the district as the first step in the screening process to identify English learner (EL) students. The HLS shall be based on four questions, at a minimum, derived from the Office for Civil Rights (OCR) and Department of Justice (DOJ) approved HLS questions.

   - *What is the language most frequently spoken at home?*
   - *Which language did your child learn when he/she first began to talk?*
   - *What language does your child most frequently speak at home?*
   - *What language do you most frequently speak to your child?*

   A student who is identified potentially as EL based on the HLS is administered the WIDA Access Placement Test (W-APT) in kindergarten. Starting with the 2017-18 school year, potential EL students in grades 1-12 will be assessed using the WIDA Screen Online. If a student in grades 1-12 scores a 5.0 overall composite, the student will be identified as Initially Fully English Proficient (IFEP).

   If the WIDA Screener Online indicates that a student is not English proficient, the local school district must develop a Program Service Plan (PSP) for the student. The PSP document must meet the federal notification requirements. The district is required to complete the screening and the PSP notification to the parents within 30 calendar days if the student was enrolled at the beginning of the school year and within two weeks if the student enrolled after the start of the school year.

   Additionally, school superintendents must approve and submit District Assurances in the Grant Management Application and Planning (GMAP) system each year. Included is an assurance that the parents/legal guardians of all EL

students in the district will be notified within 30 calendar days after the beginning of the school year of: (a) the reason for the child's identification as EL; (b) the child's level of English proficiency; (c) the child's program of instructional services; (d) the specific exit requirements for the program and (e) parental rights to opt out of services or to seek alternative services as outlined in ESEA Section 1112(e)(3), and in the case of a child with a disability, how such a program meets the objectives of the Individualized Education Program of the child, as described in Section 614(d) of the Individuals with Disabilities Education Act. For a child who has not been identified for participation in a language instruction education program prior to the beginning of the school year, the eligible entity (LEA/school district/consortium) assures that it will carry out subsections a-e within two weeks of the child being placed in such a program. The PSP provides documentation of this notification.

Districts are required to enroll a kindergarten student who has taken the W-APT test as an EL student regardless of the score. A PSP must be developed, services provided and the student will take the ACCESS (formerly known as the Assessing Comprehension and Communication in English State-to-State) for ELLs 2.0 in January. The student cannot exit the EL program until taking the ACCESS for ELLs in the first grade and meeting the exit criteria. The student's exit date would be the first day of enrollment in the second grade.

Currently, in order to exit from an EL program in the state of Kentucky, a student must achieve a score of 4.5 or higher Overall Composite Proficiency Level on a Tier B or a Tier C ACCESS for ELLS 2.0 as a student in the 1st grade or above. As a result of new cut scores on the ACCESS for ELLs 2.0 and the transition to the new WIDA Online Screener, the KDE's Office of Assessment and Accountability (OAA) conducted a standards setting process led by Gary Cook of WIDA on August 1, 2017. OAA invited a diverse group of participants from LEAs across the state to be involved in the process to determine if the entrance and exit criteria will remain the same or need revision. The group was not only geographically diverse, including those from both urban and rural areas, but consisted of EL coordinators, EL teachers, a district Director of Exceptional Children, a consortium of EL consultants, a Director of Secondary Instruction and a District Assessment Coordinator from both large districts and small independent districts. Based on the review of Kentucky's ACCESS 2.0 data, the group is currently drafting a report to issue to the KDE with a summary of the findings as well as recommendations.

2. SEA Support for English Learner Progress *(ESEA section 3113(b)(6))*: Describe how the SEA will assist eligible entities in meeting:
   i. The State-designed long-term goals established under ESEA section 1111(c)(4)(A)(ii), including measurements of interim progress towards meeting such goals, based on the State's English language proficiency assessments under ESEA section 1111(b)(2)(G); and
   ii. The challenging State academic standards.

Kentucky school districts choose the type of Language Instruction Educational Program (LIEP) used to provide services for ELs. The Kentucky Department of Education (KDE) conducts online training at the beginning of the year for new district EL Coordinators on district obligations for providing EL services along with regional end-of-year trainings. This includes providing guidance on the types of programs considered effective based on the Office for Civil Rights (OCR) and Department of Justice (DOJ) January 7, 2015 Dear Colleague Letter and Chapter 2 of the Office of English Language Acquisition (OELA) Toolkit. KDE continues to provide technical support to districts and consortiums throughout the year.

As a member of the WIDA consortium, KDE works with the WIDA Professional Learning Coordinator to schedule workshops, webinars and resources that will maximize the training opportunities for Kentucky teachers serving ELs. KDE will host a WIDA Scaffolding Workshop in the fall of 2017 that will be supported with a follow-up Scaffolding Extension Webinar in February 2018. In an effort to reach more educators and build capacity, districts will have the opportunity to participate in a new WIDA eLearning Foundational Concepts Online Module. Participants will work with a district or school Professional Learning Community (PLC) to deepen their knowledge in supporting the education of ELs.

During the 2017-18 school year, KDE will begin the fourth year of providing workshops on strategies developed through Stanford University's Understanding Language initiative. The workshops will provide educators with the theoretical foundations and the practical applications with the goal of enhancing teacher's classroom instruction, improving instructional coaches' ability to carry out coaching conversations with their peers, and providing administrators with knowledge and tools to assess the quality of instruction for their ELs. Participants in the four-day workshops will engage in exemplars that scaffold the reading of complex texts for ELs. The strategies and understandings found in the exemplars simultaneously foster conceptual development and linguistic growth for ELs. The professional development will provide participants with new activities and approaches to better write their own curriculum materials. These exemplars will also provide models for how teachers might include newcomer students into "high challenge/high support" lessons.

KDE continues to partner each year with the Kentucky Teachers of English to Speakers of Other Languages (**KYTESOL**) to support the organization's annual conference for Kentucky educators. The October 2017 conference will have workshop sessions on topics

related to family engagement for student success, skill development to build college and career readiness, building community collaboration for program development, and implementing educational technology to enhance English language instruction. This will assist Kentucky's Title III districts in the implementation of the new parent, family and community engagement requirement for Title III.

3. Monitoring and Technical Assistance *(ESEA section 3113(b)(8))*: Describe:
   i. How the SEA will monitor the progress of each eligible entity receiving a Title III, Part A subgrant in helping English learners achieve English proficiency; and
   ii. The steps the SEA will take to further assist eligible entities if the strategies funded under Title III, Part A are not effective, such as providing technical assistance and modifying such strategies.

The Kentucky Department of Education (KDE) implements an online consolidated Grant Management Application and Planning (**GMAP**) system to help districts maximize the use of their grant dollars from federal non-competitive programs. Title III, Part A has been part of this system since the system's 2016 pilot year. School districts use the system to apply for and manage grant applications. Title III uses the system to monitor, review and approve plans, along with administering reports.

KDE uses a Statewide Consolidated Monitoring Process in an effort to reduce the impact on districts' time and services when monitoring visits occur. Title III joined this process in the 2013-14 school year. The process coordinates the monitoring of state and federal programs with 14 school districts selected annually. Districts are provided a Title III/English learners report outlining both the local programs' strengths and areas of improvement. If there are compliance issues, districts are required to submit and implement an EL Improvement Plan (ELIP). Title III has the option to monitor additional districts if information provided through GMAP data or other indicators warrant a review.

Title III contributes to the overall consolidated monitoring report to the district that notes effective practices identified during the monitoring visit as well as providing recommendations for addressing common concerns. The consolidated report provides opportunities for the district programs to collaborate, streamline implementation and increase success within each program.

F. Title IV, Part A: Student Support and Academic Enrichment Grants

1. Use of Funds *(ESEA section 4103(c)(2)(A)):* Describe how the SEA will use funds received under Title IV, Part A, Subpart 1 for State-level activities.

   KDE will analyze the results for the LEA needs assessments submitted as part of the LEA application to determine how to allocate resources to best meet the needs of LEAs across the state. Some areas of consideration for state level activities include supporting work around the missing children database, chronic absenteeism tools for districts, and expansion of Positive Behavior Interventions and Supports (PBIS). Additionally, in the future, KDE will analyze data gleaned through LEA monitoring to better inform effective allocation of resources. All expenditures for state-level activities will adhere to federal cost principles.

2. Awarding Subgrants *(ESEA section 4103(c)(2)(B))*: Describe how the SEA will ensure that awards made to LEAs under Title IV, Part A, Subpart 1 are in amounts that are consistent with ESEA section 4105(a)(2).

   As prescribed by ESEA Section 4105(a)(2), KDE will ensure that no LEA will receive less than $10,000. Each LEA will receive its proportional share based on the Title I, Part A allocation. If an LEA does not reach the $10,000 threshold, then all LEAs will be ratably reduced using the methodology outlined in Title I, Part A Guidance for Adjusting Allocations at **http://www.ed.gov/programs/titleiparta/seaguidanceforadjustingallocations.doc**.

G. Title IV, Part B: 21st Century Community Learning Centers

1. Use of Funds *(ESEA section 4203(a)(2))*: Describe how the SEA will use funds received under the 21st Century Community Learning Centers program, including funds reserved for State-level activities.

   Under Title IV, Part B funds will be used to support community learning centers that provide academic, artistic and cultural enrichment opportunities for children, particularly students who attend high-poverty and low-performing schools, to meet state and local standards in core academic subjects, such as reading, math and science.

   Administrative funds will support the costs of carrying out the responsibilities under Title IV, Part B to administer the program at the state level. This includes:

   - Conducting a peer review process for subgrant applications;
   - Awarding funds to eligible entities;
   - Monitoring and evaluating programs and activities before school, after school and in the summer (annual risk

assessment, on-site compliance, desk reviews, continuation progress reports, reimbursement requests, data, and other state and federal requirements);

- Supporting capacity building as programs work with local, state, and national entities to improve the abilities, skills, and expertise of local providers to best meet the academic, physical, and social-emotional needs of participants in out-of-school time programs;

- Conducting comprehensive statewide evaluation (attendance, demographics, academic outcomes, behavioral outcomes, activity descriptions, services to adults, quality, individual site profiles and other state and federal requirements);

- Collecting required APR federal data collection (state and individual programs);

- Providing training and technical assistance to applicants that are eligible for or have received an award;

- Ensuring activities align to local curricula and support mastery of the Kentucky Academic Standards;

- Ensuring grantees are connecting to community shareholders and local sectors (including community and faith-based organizations) to forge partnerships that lead to improved and sustainable practices; and

- Maintaining a list of prescreened external organizations.

Remaining funds are awarded to eligible applicants through a rigorous peer review process addressed below.

2. Awarding Subgrants *(ESEA section 4203(a)(4)):* Describe the procedures and criteria the SEA will use for reviewing applications and awarding 21st Century Community Learning Centers funds to eligible entities on a competitive basis, which shall include procedures and criteria that take into consideration the likelihood that a proposed community learning center will help participating students meet the challenging State academic standards and any local academic standards.

   Kentucky complies with the legislative requirements to award subgrants to eligible entities on a competitive basis as authorized under Title IV, Part B. The RFA includes specific criteria requiring applicants must complete a thorough needs assessment that includes input from a variety of shareholders within the school, community and families served by the proposed application. The

assessment should describe the academic needs of the students by subgroup using current and specific data (including non-cognitive and social/emotional), needs of the parents and families, and gaps in community services.

Purpose

The 21st Century Community Learning Centers (CCLC) program provides students with homework assistance and a broad array of activities that can complement the regular academic programs while also promoting youth development and offer literacy and other educational services to the families of participating children. Programs must ensure the academic services provided are aligned with the school's curriculum in the core subject areas. Based on this guidance, applicants must address, but are not limited to, the following goals:

- Increase academic achievement of regularly participating students;
- Improve non-cognitive indicators of success in regularly participating students;
- Increase the number of students attending the program 30 days or more during the academic year;
- Increase access to high-quality programming;
- Increase access to college/career preparation activities for middle and high school students; and
- Increase educational opportunities for parents and families that support academic achievement.

Programs serving students in grades K-3 must provide reading intervention, with a research-based program, targeting students performing significantly below grade level. Applicants must address providing a safe and accessible facility, transportation needs of the students to be served, dissemination of information to the community, recruiting and retaining students, summer programming, how funds will supplement not supplant, how applicant will consult with private schools about grant opportunities, and ensure fidelity of the program.

The program design portion of the RFA requires that applicants create a schedule and describe offerings that include a minimum amount of program time toward providing direct academic-based enrichments, tutoring, and homework help. All participants must have access to a minimum of 12 hours of programming on four or more school days per week in order to maximize the impact of the program on student achievement and behavior. In addition to providing academic support in the core content areas, Kentucky's programs also provide high quality enrichments including STEM, art, music, drama, service learning, character education, global learning, youth development, health and nutrition, fitness,

truancy prevention, mentoring, drug and violence prevention, and career exploration. Kentucky's sub-recipients serve all students, including English learners and children with disabilities.

Eligible Entities

- Local education agencies (LEA)
- Community-based organizations (CBO);
- Faith-based organizations (FBO);
- Institutions of higher education;
- City or county government agencies; and
- For-profit corporations, and other public or private entities.

A **community-based organization** is defined as a public or private for-profit or non-profit organization 501 (c) (3) that is representative of the community and that has demonstrated experience or promise of success in providing educational and related activities that will complement and enhance academic performance and positive youth development. Community/**faith-based organizations** and other local government and private institutions that do apply for funds are expected to meet all statutory and regulatory requirements of the program and are required to partner with a school. All targeted schools served by grants must be eligible for Title I school-wide programs or have at least 40 percent free and/or reduced lunch. **Private/non-public school** students are eligible to participate in 21st CCLC activities carried out in public schools. Students, teachers, and other educational personnel are eligible to participate in 21st CCLC programs on an equitable basis. A 21st CCLC grantee – whether a public school or other public or private organization – must provide equitable services to private school students and their families if the students are part of the area to be served by the award. Applicants must consult with private school officials during the design and development of the 21st CCLC program on issues such as how the children's needs will be identified and what services will be offered. Proof of this consultation must be described in the application under the partnerships.

Whereas the program may be open to participants who meet criteria for participation (including those from private, and home schools), priority is given to participants from the school(s) identified for service within the application. Title I funds, in concert with 21st CCLC program funds, can provide extended/expanded learning programs in schools to integrate enrichment and recreational opportunities with academic services.

An applicant is eligible to apply if it has no prior afterschool experience. An Organizational Capacity Statement Form provided in the RFA must be completed by all non-governmental agencies. Organizations do not have to demonstrate prior experience in providing afterschool programs to be eligible to apply for an award. However, an organization that does not have such experience must demonstrate promise of success in providing educational and related activities that will complement and enhance the academic performance, achievement, and positive

youth development of the students. An applicant is eligible to apply if already implementing before and/or afterschool activities. Grant funds may be used to expand and/or enhance current activities in the before and/or afterschool programs, whether supported by public or private funds. The applicant must demonstrate both the addition of services and increase the number of students to be served. Simply increasing the number of students to be served does not fulfill this requirement. For example, a grantee may use funds to align activities to help students meet local and state academic standards if those services are not part of the current afterschool program. Again, awardees must bear in mind that 21st CCLC funds can be used only to supplement and not supplant any federal or non-federal funds used to support current programs.

Funding Priorities

Absolute and Competitive are the two types of priorities for the awards. The absolute priority is an eligibility requirement to be met by all applicants, while applications that address competitive priorities will receive preference over applications that do not. Competitive Priority for funding will be reflected in additional points awarded for the funding priorities. Proposals will target students and family members of those students who attend schools that are eligible for Title I school-wide programs or that serve a high percentage of students from low-income families (at least 40 percent of the students qualified to receive free or reduced-priced meals). For proposals involving one or two school buildings, the school buildings to be served must have a Title I school-wide program or at least 40 percent of the students from each participating building must be qualified to receive free and/or reduced-priced meals.

Comprehensive Support and Improvement Schools Competitive Priority is defined as additional points earned for items not explicitly required. KDE will give competitive priority points to applicants serving schools identified as Comprehensive Support and Improvement Schools for improvement under Title I, Part A, and submitting an application jointly with (1) one or more local school districts receiving funds under Title I, Part A and (2) one or more public, private, or community/faith-based organizations.

Targeted Support and Improvement Schools Competitive Priority is defined as additional points earned for items not explicitly required.

Continuation Grants Competitive Priority is defined as additional points earned for items not explicitly required. KDE will give priority to 21st CCLC Continuation Grant applicants who have shown significant improvement in student achievement in math and reading scores as demonstrated by their most recent Annual Performance Report (APR) Center Profile data indicating that 50% or more of regular center participants improved and/or earned the highest grade possible in reading combined and 50 percent or more of regular center participants improved or earned the highest grade possible in math combined.

Principles of Effectiveness
Applicants must indicate how each program activity satisfies the Principles of Effectiveness described in the law (See Section 4205(b) of ESSA). According to statute, programs must be based upon:

- An assessment of objective data regarding the need for before and after school programs (including summer school programs) and activities in schools and communities;

- An established set of performance measures aimed at ensuring quality academic enrichment opportunities; and,

- Where appropriate, scientifically-based research that provides evidence that the program will help students meet the district academic achievement standards. It is expected that community learning centers will employ strategies based on scientific research when providing services where such research has been conducted and is available.

Services for Parents/Families
Literacy and other educational opportunities must be provided to the parents and families of participating students. Programs must include one percent of grant funds per year dedicated to providing parent skill building activities. These may include classes that support and strengthen reading and writing skills of parents, English language literacy classes, strategies parents can use to assist their children with homework, how to use technology, financial planning, communicating with teachers and Adult Education and/or GED classes.

Sustainability
Applicants must include a preliminary plan describing how to sustain the program beyond the award period. Applicants must demonstrate how other sources of funding will be leveraged to supplement grant services and support sustainability (i.e., Title I, Adult Ed, and Migrant). Plans must address the roles of specified partners beyond the award period. Descriptions should include plans for maintaining the main components such as transportation (if provided), staff retention including volunteer participation, resources and academic enrichment activities.

Co-Applicant
Applications must include both a fiscal agent and a co-applicant. The purpose of the co-applicant is to provide support to enhance delivery of program services and activities, not to share jointly in grant funds. The co-applicant is the key partner who provides the greatest amount of in-kind or actual financial support to the program.

Federal Annual Progress Report (APR)
Applicants are required to report on the following elements for the Annual Progress Report: grades and annual assessment scores for students who attend 30 days or more; program operation; attendance (including summer); activities and sessions offered; events (advisory council, parent/family, Lights On Afterschool); staff/personnel; feeder school; community partners; funding sources; status of goals/objectives; teacher and student surveys; and participant demographics.

Release of RFA
A public announcement is disseminated about the RFA through a variety of outlets, including, but not limited to, posting on the Kentucky Department of Education (KDE) website, Commissioner's Monday emails, Kentucky Teacher (an online publication) and inclusion in weekly newsletters, communications to all school districts, public notices, and to entities that provide training and services to youth. Other listservs utilized to distribute information include the Kentucky Out-of-School Alliance (members include YMCA, Boys and Girls Clubs, United Way, faith-based organizations, private child care providers, Juvenile Justice, Cabinet for Health and Family Services, universities and community colleges, UK Extension Office, Public Health and Kentucky School-Age Child Care Coalition, Family Resource/Youth Services Centers and Community Education Directors), informing individuals interested in the out-of-school field and 21st Century programs. This ensures equitable access for entities that traditionally provide educational and community services to increase student achievement.

RFA Technical Assistance
To assist districts and other partners in preparing a quality application, KDE provides technical assistance sessions for the purpose of application preparation. Sessions address essential grant requirements, budget preparation, review of scoring criteria and state and federal guidance.

Receipt of Applications
Receipt of all grant applications is led by the KDE Division of Budget and Financial Management (DBFM), Procurement Branch that process the applications and prepares them for review. Applications are reviewed by the Procurement Branch to determine technical responsiveness. Each application is reviewed and scored independently by three experienced and knowledgeable professionals. DBFM seeks reviewers from: (1) an open Call for Reviewers on the KDE website and (2) a list of experienced reviewers maintained by the DBFM. Reviewers are chosen for their experience and knowledge in the programs as well as qualifications and availability. The date and time for reviewer training, facilitated by the program office in coordination with the DBFM, is listed on the Call for Reviewers. Most reviewers are active or retired Kentucky teachers, administrators, and higher education staff. During training, reviewers are provided with a copy of the RFA, including a scoring rubric, general guidance for evaluating applications, and specific instructions for the current RFA.

Awards

The highest scoring applications receive funding unless there are other factors (e.g., geographical/demographic balance, targeted priority areas, etc.) that must be considered. The program office also may include a minimum score in the RFA that must be met in order for an application to be considered for funding. Applications are awarded with those receiving the highest scores first until availability of funding is gone. Awards range from $100,000 - $150,000 per year for three years. The number of awards and the award size will depend on the type of application selected and availability of funds to award. The grant awards are released publicly on the Kentucky Department of Education's website and recipients are notified directly. Non-awarded applications may request a copy of the reviewer score sheets.

H. Title V, Part B, Subpart 2: Rural and Low-Income School Program

1. Outcomes and Objectives *(ESEA section 5223(b)(1))*: Provide information on program objectives and outcomes for activities under Title V, Part B, Subpart 2, including how the SEA will use funds to help all students meet the challenging State academic standards.

   The Rural and Low Income School (RLIS) program is designed to help rural districts use federal resources more effectively to improve instruction and academic achievement of students. These funds are intended to support activities allowable under Title I, II, and III programs to assist rural districts in meeting the state's interim and long term-goals identified in Kentucky's accountability system. The Kentucky Department of Education will award formula grants to qualifying districts that meet federal eligibility requirements.

   The specific measurable program objectives and outcomes for each participating district related to the RLIS program will be driven by each district's comprehensive needs assessment in its plan for educating its students, as well as requirements (as applicable) of Kentucky's accountability system. Districts receiving RLIS funds will identify needs from their comprehensive needs assessment based on state and local data to determine priorities and where resources are needed. Districts will then choose appropriate strategies based on their needs assessment and leverage resources appropriately, including RLIS funds, to improve student outcomes, specifically with regard to mastery of state standards. KDE will work with districts receiving RLIS funds to administer this funding to align with and enhance other federal, state, and local programs. KDE will conduct routine monitoring of recipient districts and provide ongoing technical assistance to ensure districts maximize the effectiveness of the grants to increase student outcomes.

   KDE has recently joined the State Support Network and seven other states in a Rural Education Community of Practice. The State Support Network is a network in partnership with the United States Department of Education's (ED'S) Office of State Support to intensively support state school improvement efforts and meet

the state academic standards, as well as assisting in a well-rounded education to improve the rural community. The Community of Practice will focus on how to effectively differentiate support for rural districts and communities particularly related to the implementation of state ESSA plans. This Community of Practice (CoP) will strengthen the State Education Agency (SEA) and the district capacity to design and implement coherent local Every Student Succeeds Act (ESSA) planning and action in rural districts. Beginning in early October, the CoP will host webinars and launch a virtual community space to share resources and discussions around rural education. The state Community of Practice team will consist of four to six SEA and district representatives; the KDE will involve districts throughout the year in these activities.

2. Technical Assistance *(ESEA section 5223(b)(3))*: Describe how the SEA will provide technical assistance to eligible LEAs to help such agencies implement the activities described in ESEA section 5222.

   The Kentucky Department of Education will build the capacity of LEAs by providing technical assistance through phone, email and face-to-face assistance to grantees. Face-to-face assistance will occur at trainings and meetings, such as summer Title I training, cooperative trainings and regional trainings throughout the state. Technical assistance also will be offered as needed at one-on-one meetings. KDE will work with LEAs through the consolidated application to administer this funding to align with and enhance other federal, state and local programs. The RLIS section of the consolidated application will be reviewed, approved, and monitored by the KDE. On-site monitoring of the RLIS program also will occur during the annual state consolidated monitoring process. Additional on-site monitoring will occur on an as-needed basis.

   KDE also is an active participant and sponsor of the National Rural Education Forum. This provides additional resources and networking to enhance opportunities available under the RLIS program.

I. Education for Homeless Children and Youth program, McKinney-Vento Homeless Assistance Act, Title VII, Subtitle B

1. Student Identification *(722(g)(1)(B) of the McKinney-Vento Act)*: Describe the procedures the SEA will use to identify homeless children and youth in the State and to assess their needs.

   Every LEA in Kentucky is required to appoint a local liaison to help assist in the identification of homeless children and youth. The liaisons gather information from enrollment applications and collaborate with state, local, and external service providers to help them properly identify homeless children and youth. The LEA also uses a McKinney-Vento student intake form to properly identify those who are experiencing homelessness. Homeless children and youth in Kentucky are provided the opportunity to meet the same challenging state academic achievement standards that all students are expected to meet. Kentucky's comprehensive district and school improvement planning process is a means to

determine the needs of all students and provides a roadmap for improving student achievement, and ensures that each student progresses toward meeting student capacities and school goals. The focus is on utilizing resources to meet the needs of all students, not on specific programs.

2. Dispute Resolution *(722(g)(1)(C) of the McKinney-Vento Act):* Describe procedures for the prompt resolution of disputes regarding the educational placement of homeless children and youth.

   The dispute resolution procedures are found at the following link: **https://education.ky.gov/federal/progs/txc/Documents/Dispute%20Resolution%20Procedure.pdf.**

3. Support for School Personnel *(722(g)(1)(D) of the McKinney-Vento Act)*: Describe programs for school personnel (including the LEA liaisons for homeless children and youth, principals and other school leaders, attendance officers, teachers, enrollment personnel, and specialized instructional support personnel) to heighten the awareness of such school personnel of the specific needs of homeless children and youth, including runaway and homeless children and youth.

   The state coordinator organizes opportunities for annual professional development in an effort to provide local liaisons with strategies to heighten the awareness of the specific needs of homeless children and youth. The state coordinator is a member of interagency workgroups, including the Chronic Absence Work Group and Safe Schools monthly meetings, geared toward, generally, improving outcomes for at-risk students.

   Ongoing communications to local liaisons focus on the need to effectively raise awareness and coordinate services. Kentucky is in the process of launching a new online training system of liaisons to the homeless called Kickstand; this will allow local liaisons to have access to training materials to support the training of their districts' principals, school leaders, enrollment personnel and specialized instructional support personnel.

   The Kentucky Department of Education provides year-round training for school personnel:
   - The Kentucky Student Information System (KSIS) provides three trainings throughout the school year. Beginning, mid-year, and end-of-year trainings provide opportunities to communicate policy updates, reminders, and instructions to fulfill what may be needed during those times of the year. Infinite Campus, the provider of the KSIS, and the Kentucky Department of Education also provide in-depth training on the use of the KSIS.
   - Kentucky-specific training also is available within the Infinite Campus training portal at Campus Community and Infinite Campus University.

KDE approves funding for professional development for LEAs and school employees to heighten awareness of homeless children, such as the required annual training by the SEA for liaisons to the homeless, the KSIS trainings throughout the year, and the National Association for the Education of Homeless Children and Youth Conference.

Additionally, much of the work to support homeless children and youth is centered around collaborative efforts with other agencies, including the following examples:

- Community partners and interagency councils are invited to improve the awareness of the McKinney-Vento definition of homelessness and to increase collaboration to effectively address challenges of homelessness in Kentucky.
- Another focus in the training pertains to building relationships with reliable communication systems and relief agencies, such as the Red Cross and FEMA, prior to disasters occurring.
- Kentucky collaborates with the Homeless Education and Literacy Program (H.E.L.P.), a program that provides free back packs and supplies to the school districts with a higher need.
- Liaisons and school personnel are informed and encouraged to participate in the new Building Teams of Change Program in conjunction with Schoolhouse connection, an advocacy and policy capacity-building program designed to obtain lasting state-level policy changes and improve the lives and futures of young people experiencing homelessness.
- Kentucky is proud to announce new collaboration with the Child Care Aware Professional Development Team (Kentucky Division of Child Care (DCC)), which looks forward to assisting children and youth of all early care and education programs that receive public funding including child care centers, Head Start programs and preschool programs that are eligible for McKinney-Vento services.
- Kentucky collaborates with the Homeless & Housing Coalition of Kentucky in an effort to better assist those who are experiencing chronic homelessness. The State Coordinator for homeless education has provided a point of contact (POC) for each district in an effort to disseminate information on the services that can be provided to families and children.

4. Access to Services *(722(g)(1)(F) of the McKinney-Vento Act)*: Describe procedures that ensure that:
   i. Homeless children have access to public preschool programs, administered by the SEA or LEA, as provided to other children in the State;

      (i) The preschool coordinator, Family Resource/Youth Services Center and liaison to the homeless collaborate quarterly to discuss strategies, the needs of the children and the number of children identified. KRS 157.3175 establishes Kentucky's preschool education program to serve four-year-old children at-risk of

educational failure (defined as eligible for free lunch) and three- and four-year-old children with disabilities, regardless of income. Head Start promotes the school readiness of young children from low-income families through agencies in their local community. Also, Kentucky's homeless children are eligible to participate in local before- and after-school care programs such as School Age Child Care (SACC) and Head Start.

Kentucky Department of Education regulation **707 KAR 1:300, Section 1** states that *Child Find* requires that an LEA shall have in effect policies and procedures that plan and implement a child find system to locate, identify, and evaluate each child. Preschool coordinators post flyers, conduct home visits, collaborate with health and family services, and partner with the division of community based services that generates a local list of children who are on the First Step list and are transitioning to Head Start. Additionally, the preschool program review process (**P2R**) is a system used to monitor LEAs' outreach services.

707 KAR 1:300 can be found at this link:
http://www.lrc.ky.gov/kar/707/001/300.htm.

Additionally, Family Resource/Youth Services Centers (FRYSCs) may provide before- and after-school care for homeless children and youth. These centers are designed to meet the needs of economically disadvantaged children and their families. The FRYSCs make it possible for homeless children and their families to receive referrals to health counseling, after-school care, full-time preschool child care for children two to three years of age, and parent and child education.

Parent, student, and staff needs assessments are shared as a tool to help ensure that the programs are meeting the needs of homeless children and youth.

ii. Homeless youth and youth separated from public schools are identified and accorded equal access to appropriate secondary education and support services, including by identifying and removing barriers that prevent youth described in this clause from receiving appropriate credit for full or partial coursework satisfactorily completed while attending a prior school, in accordance with State, local, and school policies; and

(ii) Kentucky uses diverse strategies for identifying children and youth separated from public schools and is asking local liaisons to develop a process chart. Once the SEA has received multiple examples from the LEAs, the Kentucky Department of Education

(KDE) will use the information to develop a process chart for the state.

Kentucky requires LEAs to adopt policies and practices that will eliminate any barriers that homeless children and youth may face. The state coordinator works with other educational programs and with service providers to improve comprehensive services for homeless youth. The state coordinator works with other KDE staff, including the Division of Student Success, in identifying opportunities across the state for homeless youth and youth separated from public schools to ensure they are best served by the resources locally available to them. LEAs are encouraged to run a homeless benchmark data report in the statewide student information system (Infinite Campus) in an effort to identify percentages of absentees, withdrawals, the number of days enrolled, dropouts, and content area course work credits in conjunction with follow-up of the needed support services.

iii. Homeless children and youth who meet the relevant eligibility criteria do not face barriers to accessing academic and extracurricular activities, including magnet school, summer school, career and technical education, advanced placement, online learning, and charter school programs, if such programs are available at the State and local levels.

(iii) Once a student is enrolled in school, she or he has immediate access to participate fully in all school activities and services, including academic and extracurricular activities, magnet schools, summer schools, career and technical education, advanced placement, online learning, and charter school programs. The LEA is required to provide homeless children and youth with transportation to and from extracurricular activities. Kentucky's Consolidated Monitoring process includes a review of district policies to ensure that homeless children and youth and their families receive the education services for which they are eligible.

Kentucky will soon be amending the appropriate administrative regulation to reflect changes that will address and reemphasize the need for LEA policies to reflect breaking down barriers. Since charter schools are new to Kentucky, the SEA will be advising other staff as they develop regulations to ensure that there are no barriers for homeless students in that setting. LEAs will be advised that they should anticipate and accommodate the needs of McKinney-Vento-eligible students to enter charter schools, magnet schools, and other schools, programs, and activities in spite of missing application and enrollment deadlines due to a period of homelessness. In addition, LEAs will be advised to consider giving homeless children and

youth priority if there is a waitlist for these schools, programs, and activities.

5. Strategies to Address Other Problems *(722(g)(1)(H) of the McKinney-Vento Act)*: Provide strategies to address other problems with respect to the education of homeless children and youth, including problems resulting from enrollment delays that are caused by—
   i. requirements of immunization and other required health records;
   ii. residency requirements;
   iii. lack of birth certificates, school records, or other documentation;
   iv. guardianship issues; or
   v. uniform or dress code requirements.

In each LEA, the liaison to the homeless assists homeless children and youth in obtaining essential records, including an immunization certificate. If the homeless child or youth wishes to enroll and does not have a record of immunization but has been immunized, the district liaison to the homeless obtains verbal or written confirmation of immunization from the previous school. If the homeless child has not begun an immunization series, the liaison makes the necessary arrangements with the local public health department for the immunization, all while granting immediate enrollment for the child. When the personnel have verified that the student has been immunized, a new health record can be completed. This will ensure availability of health records for the receiving district if the homeless child or youth student transfers.

Regarding residency requirements per the McKinney-Vento federal requirements, the LEA shall ensure that residency for the homeless child or youth's education is continued in the school of origin for the duration of homelessness in any case where the family becomes homeless between academic years or during an academic year, or for the remainder of the academic year even if the child or youth becomes permanently housed during an academic year. The LEA shall enroll the child or youth in any public school in the attendance area in which the child or youth actually resides and is eligible to attend, deferring to what is in the best interest of the homeless student. The LEA will immediately enroll the child or youth while also working with community agencies to obtain original copies of state vital records. LEAs are required to provide assurances that barriers resulting in enrollment delays have been removed.

A homeless student is not to be denied enrollment in the school of residence due to the absence of a parent or a court-appointed guardian or custodian. School districts are not permitted to delay or deny the timely provision of educational placement and appropriate services for a homeless child or youth. Under ESSA, guardianship is not a requirement.

LEAs will be allowed to use McKinney-Vento and Title I set aside funding to buy uniforms and any other appropriate attire that keeps homeless children and youth aligned with the local school dress code. Any delay in acquiring these items is not

to result in delay of enrollment.

6. Policies to Remove Barriers (*722(g)(1)(I) of the McKinney-Vento Act)*: Demonstrate that the SEA and LEAs in the State have developed, and shall review and revise, policies to remove barriers to the identification of homeless children and youth, and the enrollment and retention of homeless children and youth in schools in the State, including barriers to enrollment and retention due to outstanding fees or fines, or absences.

   KDE has developed policies to remove barriers to the identification, enrollment and retention of homeless children and youth. These policies are being revised and will be posted to the agency's website and accessible for the start of the school year. During the annual training, local liaisons are encouraged to bring their current policies to be reviewed. The policies are examined to determine if these are legal, and clear. If needed, policies are revised to be ready for local board approval.

   The Kentucky Department of Education is completing a needs assessment to determine the status of SEA services to homeless children and youth and to determine where to focus efforts. The results of this evaluation will be used to create an annual action plan for implementation. The action plan will afford opportunities to address the areas of concern provided by review of the needs assessment. Progress will be monitored quarterly; this will include submission of proposed methods and programs to address the identified needs. The monitoring process will include review from other departments within the SEA, such as transportation, finance, preschool, etc., which may affect services to these students. KDE also will advise the LEAs in conducting a needs assessment at the local level.

   The Kentucky Department of Education recommends that LEAs annually review policies as a best practice. Many school districts are working with the Kentucky School Boards Association on writing and revising policies. School districts are required to have policies and procedures which eliminate attendance and enrollment barriers. The schools implement these policies. The Consolidated Monitoring Process includes a review of district policies to ensure that homeless students and their families receive education services for which they are eligible.

   LEAs are obligated to adopt and revise policies to meet the needs of homeless students. A homeless child or youth is granted immediate enrollment allowing access to all services; fines or fees are to be waived if they exist. The LEAs are required to provide transportation for the student to prevent recurring absences.

7. Assistance from Counselors *(722(g)(1)(K))*: A description of how youths described in section 725(2) will receive assistance from counselors to advise such youths, and prepare and improve the readiness of such youths for college.

   The Kentucky Department of Education will coordinate McKinney-Vento training through the annual state conference and professional development through online

web training modules. These opportunities will be open to all education professionals that work with homeless students including counselors. KDE has a new counselor consultant who will assist with disseminating training opportunities for school counselors, ensuring that counselors advise youth and focusing on improving their readiness for college. Counselors will be responsible for scheduling a time to meet with individual students, prepare for the meeting by identifying the key points to be discussed, explain their role as counselor, share what is needed to enroll into college, ask the individual student for postsecondary goals, offer concrete suggestions for actions that can be taken by the counselor and plan to leave the session with a specific commitment to support the student. Kentucky counselors will continue to remain dedicated to promoting educational success for all students, including those who are experiencing homelessness. Counselors will work with students to provide supportive services that address the academic, personal and career readiness needs of all students. To achieve this counselors will:

- Build relationships with students experiencing homelessness in their schools in an effort to emphasize the importance of school stability.
- Work with local liaisons for homeless youth and Family Resource/Youth Services Center (FRYSC) directors to coordinate additional community support, which may include opportunities for housing, food, transportation and/or social and emotional counseling.
- Provide transition guidance in the areas of dual credit, advanced course work, career and technical training, and preparation for college and/or career readiness opportunities. Career counselors in Kentucky will work through the KDE Office of Career and Technical Education to provide career advising to middle and high school students, including those described in section 725(2). The counselors will serve as liaisons between business and industry and students. They will provide guidance based on labor market data to ensure opportunities for Kentucky students.
- Coordinate tutoring and mentoring programs for homeless youth.

Kentucky also remains dedicated to improving school stability and responding to the needs of homeless children by providing services to students at young ages. Kentucky's **preschool education programs** represent an area in which services are available for all 4-year-old children whose family income is no more than 160 percent of poverty and all 3- and 4-year-old children with developmental delays and disabilities, regardless of income. Furthermore, Kentucky has developed a **Preschool Partnership Grant** to expand its availability of program offerings by incentivizing cooperative public/private partnerships between public school districts and child care providers to develop full-day, high-quality preschool programs for at-risk children. By beginning these services at an early age, Kentucky confirms its commitment to ensuring all students achieve greater educational outcomes overall.

Additionally, throughout P-12, Kentucky counselors will assist students in securing McKinney-Vento funds for college applications, tests and exams,

clothing, tutoring, supplemental services, enrichment services, evaluation of strengths and needs of homeless children, professional development, provision of referral services for medical, dental, mental, and other health services, transportation costs (access to academic and extra-curricular), programs to retain homeless children in public schools, mentoring, homework assistance, and costs for obtaining records, education and training to parents about rights and resources.

Appendix A: Measurements of Interim Progress

A. Academic Achievement

Kentucky Accountability System
Long-Term and Interim Goals for Public Reporting

READING Achievement - Proficient and Distinguished Elementary School												
Subgroup	**2018-19 Baseline**	**2019 -20**	**2020 -21**	**2021 -22**	**2022 -23**	**2023 -24**	**2024 -25**	**2025 -26**	**2026 -27**	**2027 -28**	**2028 -29**	**2029 -30**
All Students	63.3	65.0	66.6	68.3	70.0	71.7	73.3	75.0	76.7	78.4	80.0	81.7
White	67.7	69.2	70.6	72.1	73.6	75.1	76.5	78.0	79.5	81.0	82.4	83.9
African American	40.0	42.7	45.5	48.2	50.9	53.7	56.4	59.2	61.9	64.6	67.4	70.1
Hispanic or Latino	49.0	51.3	53.7	56.0	58.3	60.6	63.0	65.3	67.6	69.9	72.3	74.6
Asian	72.2	73.5	74.7	76.0	77.3	78.5	79.8	81.0	82.3	83.6	84.8	86.1
American Indian or Alaska Native	62.9	64.6	66.3	68.0	69.7	71.4	73.0	74.7	76.4	78.1	79.8	81.5
Native Hawaiian or Other Pacific Islander	48.8	51.1	53.5	55.8	58.1	60.5	62.8	65.2	67.5	69.8	72.2	74.5
Two or More Races	60.6	62.4	64.2	66.0	67.8	69.6	71.4	73.2	75.0	76.8	78.6	80.4
English Learners	26.3	29.7	33.0	36.4	39.7	43.1	46.4	49.8	53.1	56.5	59.8	63.2
Free/Reduced -Price Meal	54.8	56.9	58.9	61.0	63.1	65.1	67.2	69.2	71.3	73.4	75.4	77.5
Students with Disabilities with IEP	41.7	44.4	47.0	49.7	52.3	55.0	57.6	60.3	62.9	65.6	68.2	70.9
Consolidated Gap Group	47.0	49.4	51.8	54.2	56.6	59.0	61.5	63.9	66.3	68.7	71.1	73.5

Kentucky will report performance annually against goals. Federal law requires reporting every three (3) years. The federal reporting year is shaded.

READING Achievement - Proficient and Distinguished Middle School												
Subgroup	**2018-19 Baseline**	**2019 -20**	**2020 -21**	**2021 -22**	**2022 -23**	**2023 -24**	**2024 -25**	**2025 -26**	**2026 -27**	**2027 -28**	**2028 -29**	**2029 -30**
All Students	61.8	63.5	65.3	67.0	68.7	70.5	72.2	74.0	75.7	77.4	79.2	80.9
White	66.3	67.8	69.4	70.9	72.4	74.0	75.5	77.1	78.6	80.1	81.7	83.2
African American	36.8	39.7	42.6	45.4	48.3	51.2	54.1	57.0	59.9	62.7	65.6	68.5
Hispanic or Latino	48.7	51.0	53.4	55.7	58.0	60.4	62.7	65.1	67.4	69.7	72.1	74.4
Asian	78.4	79.4	80.4	81.3	82.3	83.3	84.3	85.3	86.3	87.2	88.2	89.2
American Indian or Alaska Native	57.2	59.2	61.1	63.1	65.0	67.0	68.9	70.9	72.8	74.8	76.7	78.7
Native Hawaiian or Other Pacific Islander	58.0	59.9	61.8	63.8	65.7	67.6	69.5	71.4	73.3	75.3	77.2	79.1
Two or More Races	55.0	57.1	59.1	61.2	63.2	65.3	67.3	69.4	71.4	73.5	75.5	77.6
English Learners	11.3	15.3	19.4	23.4	27.4	31.5	35.5	39.6	43.6	47.6	51.7	55.7
Free/Reduced -Price Meal	52.4	54.6	56.7	58.9	61.1	63.2	65.4	67.5	69.7	71.9	74.0	76.2
Students with Disabilities with IEP	27.8	31.1	34.4	37.6	40.9	44.2	47.5	50.8	54.1	57.3	60.6	63.9
Consolidated Gap Group	40.1	42.8	45.6	48.3	51.0	53.7	56.5	59.2	61.9	64.6	67.4	70.1

Kentucky will report performance annually against goals. Federal law requires reporting every three (3) years. The federal reporting year is shaded.

READING Achievement - Proficient and Distinguished High School												
Subgroup	**2018-19 Baseline**	**2019-20**	**2020-21**	**2021-22**	**2022-23**	**2023-24**	**2024-25**	**2025-26**	**2026-27**	**2027-28**	**2028-29**	**2029-30**
All Students	60.2	62.0	63.8	65.6	67.4	69.2	71.1	72.9	74.7	76.5	78.3	80.1
White	64.7	66.3	67.9	69.5	71.1	72.7	74.4	76.0	77.6	79.2	80.8	82.4
African American	34.9	37.9	40.8	43.8	46.8	49.7	52.7	55.6	58.6	61.6	64.5	67.5
Hispanic or Latino	42.8	45.4	48.0	50.6	53.2	55.8	58.5	61.1	63.7	66.3	68.9	71.5
Asian	62.7	64.4	66.1	67.8	69.5	71.2	72.9	74.6	76.3	78.0	79.7	81.4
American Indian or Alaska Native	61.0	62.8	64.6	66.3	68.1	69.9	71.7	73.5	75.3	77.0	78.8	80.6
Native Hawaiian or Other Pacific Islander	69.8	71.2	72.5	73.9	75.3	76.7	78.0	79.4	80.8	82.2	83.5	84.9
Two or More Races	63.8	65.5	67.1	68.8	70.4	72.1	73.7	75.4	77.0	78.7	80.3	82.0
English Learners	7.0	11.2	15.5	19.7	23.9	28.1	32.4	36.6	40.8	45.0	49.3	53.5
Free/Reduced-Price Meal	49.4	51.7	54.0	56.3	58.6	60.9	63.2	65.5	67.8	70.1	72.4	74.7
Students with Disabilities with IEP	17.7	21.4	25.2	28.9	32.7	36.4	40.2	43.9	47.7	51.4	55.2	58.9
Consolidated Gap Group	34.9	37.9	40.8	43.8	46.8	49.7	52.7	55.6	58.6	61.6	64.5	67.5

Kentucky will report performance annually against goals. Federal law requires reporting every three (3) years. The federal reporting year is shaded.

Kentucky Accountability System
Long-Term and Interim Goals for Public Reporting

MATHEMATICS Achievement - Proficient and Distinguished Elementary School												
Subgroup	**2018-19 Baseline**	**2019 -20**	**2020 -21**	**2021 -22**	**2022 -23**	**2023 -24**	**2024 -25**	**2025 -26**	**2026 -27**	**2027 -28**	**2028 -29**	**2029 -30**
All Students	60.7	62.5	64.3	66.1	67.9	69.7	71.4	73.2	75.0	76.8	78.6	80.4
White	64.4	66.0	67.6	69.3	70.9	72.5	74.1	75.7	77.3	79.0	80.6	82.2
African American	39.7	42.4	45.2	47.9	50.7	53.4	56.2	58.9	61.7	64.4	67.2	69.9
Hispanic or Latino	48.1	50.5	52.8	55.2	57.6	59.9	62.3	64.6	67.0	69.4	71.7	74.1
Asian	77.6	78.6	79.6	80.7	81.7	82.7	83.7	84.7	85.7	86.8	87.8	88.8
American Indian or Alaska Native	67.1	68.6	70.1	71.6	73.1	74.6	76.1	77.6	79.1	80.6	82.1	83.6
Native Hawaiian or Other Pacific Islander	52.4	54.6	56.7	58.9	61.1	63.2	65.4	67.5	69.7	71.9	74.0	76.2
Two or More Races	56.3	58.3	60.3	62.3	64.3	66.3	68.2	70.2	72.2	74.2	76.2	78.2
English Learners	27.6	30.9	34.2	37.5	40.8	44.1	47.4	50.7	54.0	57.3	60.6	63.9
Free/Reduced-Price Meal	51.5	53.7	55.9	58.1	60.3	62.5	64.8	67.0	69.2	71.4	73.6	75.8
Students with Disabilities with IEP	33.6	36.6	39.6	42.7	45.7	48.7	51.7	54.7	57.7	60.8	63.8	66.8
Consolidated Gap Group	43.3	45.9	48.5	51.0	53.6	56.2	58.8	61.4	64.0	66.5	69.1	71.7

Kentucky will report performance annually against goals. Federal law requires reporting every three (3) years. The federal reporting year is shaded.

MATHEMATICS Achievement - Proficient and Distinguished Middle School												
Subgroup	**2018-19 Baseline**	**2019-20**	**2020-21**	**2021-22**	**2022-23**	**2023-24**	**2024-25**	**2025-26**	**2026-27**	**2027-28**	**2028-29**	**2029-30**
All Students	50.6	52.8	55.1	57.3	59.6	61.8	64.1	66.3	68.6	70.8	73.1	75.3
White	54.8	56.9	58.9	61.0	63.0	65.1	67.1	69.2	71.2	73.3	75.3	77.4
African American	25.9	29.3	32.6	36.0	39.4	42.8	46.1	49.5	52.9	56.3	59.6	63.0
Hispanic or Latino	37.6	40.4	43.3	46.1	48.9	51.8	54.6	57.5	60.3	63.1	66.0	68.8
Asian	76.9	78.0	79.0	80.1	81.1	82.2	83.2	84.3	85.3	86.4	87.4	88.5
American Indian or Alaska Native	51.5	53.7	55.9	58.1	60.3	62.5	64.8	67.0	69.2	71.4	73.6	75.8
Native Hawaiian or Other Pacific Islander	50.7	52.9	55.2	57.4	59.7	61.9	64.2	66.4	68.7	70.9	73.2	75.4
Two or More Races	43.5	46.1	48.6	51.2	53.8	56.4	58.9	61.5	64.1	66.7	69.2	71.8
English Learners	16.0	19.8	23.7	27.5	31.3	35.1	39.0	42.8	46.6	50.4	54.3	58.1
Free/Reduced-Price Meal	39.7	42.4	45.2	47.9	50.7	53.4	56.2	58.9	61.7	64.4	67.2	69.9
Students with Disabilities with IEP	19.1	22.8	26.5	30.1	33.8	37.5	41.2	44.9	48.6	52.2	55.9	59.6
Consolidated Gap Group	29.7	32.9	36.1	39.3	42.5	45.7	48.9	52.1	55.3	58.5	61.7	64.9

Kentucky will report performance annually against goals. Federal law requires reporting every three (3) years. The federal reporting year is shaded.

MATHEMATICS Achievement - Proficient and Distinguished High School												
Subgroup	**2018-19 Baseline**	**2019 -20**	**2020 -21**	**2021 -22**	**2022 -23**	**2023 -24**	**2024 -25**	**2025 -26**	**2026 -27**	**2027 -28**	**2028 -29**	**2029 -30**
All Students	42.2	44.8	47.5	50.1	52.7	55.3	58.0	60.6	63.2	65.8	68.5	71.1
White	44.0	46.5	49.1	51.6	54.2	56.7	59.3	61.8	64.4	66.9	69.5	72.0
African American	27.6	30.9	34.2	37.5	40.8	44.1	47.3	50.6	53.9	57.2	60.5	63.8
Hispanic or Latino	34.4	37.4	40.4	43.3	46.3	49.3	52.3	55.3	58.3	61.2	64.2	67.2
Asian	69.1	70.5	71.9	73.3	74.7	76.1	77.6	79.0	80.4	81.8	83.2	84.6
American Indian or Alaska Native	45.3	47.8	50.3	52.8	55.3	57.8	60.2	62.7	65.2	67.7	70.2	72.7
Native Hawaiian or Other Pacific Islander	55.3	57.3	59.4	61.4	63.4	65.5	67.5	69.6	71.6	73.6	75.7	77.7
Two or More Races	40.1	42.8	45.6	48.3	51.0	53.7	56.5	59.2	61.9	64.6	67.4	70.1
English Learners	24.6	28.0	31.5	34.9	38.3	41.8	45.2	48.7	52.1	55.5	59.0	62.4
Free/Reduced-Price Meal	32.2	35.3	38.4	41.5	44.6	47.7	50.7	53.8	56.9	60.0	63.1	66.2
Students with Disabilities with IEP	16.3	20.1	23.9	27.7	31.5	35.3	39.2	43.0	46.8	50.6	54.4	58.2
Consolidated Gap Group	28.0	31.3	34.5	37.8	41.1	44.4	47.6	50.9	54.2	57.5	60.7	64.0

Kentucky will report performance annually against goals. Federal law requires reporting every three (3) years. The federal reporting year is shaded.

Kentucky Accountability System
Long-Term and Interim Goals for Public Reporting

WRITING Achievement - Proficient and Distinguished Elementary School												
Subgroup	**2018-19 Baseline**	**2019 -20**	**2020 -21**	**2021 -22**	**2022 -23**	**2023 -24**	**2024 -25**	**2025 -26**	**2026 -27**	**2027 -28**	**2028 -29**	**2029 -30**
All Students	51.6	53.8	56.0	58.2	60.4	62.6	64.8	67.0	69.2	71.4	73.6	75.8
White	54.5	56.6	58.6	60.7	62.8	64.9	66.9	69.0	71.1	73.2	75.2	77.3
African American	33.4	36.4	39.5	42.5	45.5	48.6	51.6	54.7	57.7	60.7	63.8	66.8
Hispanic or Latino	41.4	44.1	46.7	49.4	52.1	54.8	57.4	60.1	62.8	65.5	68.1	70.8
Asian	69.5	70.9	72.3	73.7	75.1	76.5	77.8	79.2	80.6	82.0	83.4	84.8
American Indian or Alaska Native	60.0	61.8	63.6	65.5	67.3	69.1	70.9	72.7	74.5	76.4	78.2	80.0
Native Hawaiian or Other Pacific Islander	46.8	49.2	51.7	54.1	56.5	58.9	61.4	63.8	66.2	68.6	71.1	73.5
Two or More Races	47.6	50.0	52.4	54.8	57.2	59.6	61.9	64.3	66.7	69.1	71.5	73.9
English Learners	15.8	19.6	23.5	27.3	31.1	34.9	38.8	42.6	46.4	50.2	54.1	57.9
Free/Reduced-Price Meal	42.3	44.9	47.6	50.2	52.8	55.4	58.1	60.7	63.3	65.9	68.6	71.2
Students with Disabilities with IEP	22.2	25.7	29.3	32.8	36.3	39.9	43.4	47.0	50.5	54.0	57.6	61.1
Consolidated Gap Group	34.3	37.3	40.3	43.3	46.3	49.3	52.2	55.2	58.2	61.2	64.2	67.2

Kentucky will report performance annually against goals. Federal law requires reporting every three (3) years. The federal reporting year is shaded.

WRITING Achievement - Proficient and Distinguished Middle School												
Subgroup	**2018-19 Baseline**	**2019 -20**	**2020 -21**	**2021 -22**	**2022 -23**	**2023 -24**	**2024 -25**	**2025 -26**	**2026 -27**	**2027 -28**	**2028 -29**	**2029 -30**
All Students	43.3	45.9	48.5	51.0	53.6	56.2	58.8	61.4	64.0	66.5	69.1	71.7
White	46.4	48.8	51.3	53.7	56.1	58.6	61.0	63.5	65.9	68.3	70.8	73.2
African American	26.4	29.7	33.1	36.4	39.8	43.1	46.5	49.8	53.2	56.5	59.9	63.2
Hispanic or Latino	35.3	38.2	41.2	44.1	47.1	50.0	53.0	55.9	58.9	61.8	64.8	67.7
Asian	65.0	66.6	68.2	69.8	71.4	73.0	74.5	76.1	77.7	79.3	80.9	82.5
American Indian or Alaska Native	39.3	42.1	44.8	47.6	50.4	53.1	55.9	58.6	61.4	64.2	66.9	69.7
Native Hawaiian or Other Pacific Islander	47.6	50.0	52.4	54.7	57.1	59.5	61.9	64.3	66.7	69.0	71.4	73.8
Two or More Races	39.7	42.4	45.2	47.9	50.7	53.4	56.2	58.9	61.7	64.4	67.2	69.9
English Learners	14.9	18.8	22.6	26.5	30.4	34.3	38.1	42.0	45.9	49.8	53.6	57.5
Free/Reduced-Price Meal	34.8	37.8	40.7	43.7	46.7	49.6	52.6	55.5	58.5	61.5	64.4	67.4
Students with Disabilities with IEP	15.1	19.0	22.8	26.7	30.6	34.4	38.3	42.1	46.0	49.9	53.7	57.6
Consolidated Gap Group	26.0	29.4	32.7	36.1	39.5	42.8	46.2	49.5	52.9	56.3	59.6	63.0

Kentucky will report performance annually against goals. Federal law requires reporting every three (3) years. The federal reporting year is shaded.

WRITING Achievement - Proficient and Distinguished High School												
Subgroup	**2018-19 Baseline**	**2019 -20**	**2020 -21**	**2021 -22**	**2022 -23**	**2023 -24**	**2024 -25**	**2025 -26**	**2026 -27**	**2027 -28**	**2028 -29**	**2029 -30**
All Students	46.3	48.7	51.2	53.6	56.1	58.5	61.0	63.4	65.9	68.3	70.8	73.2
White	49.4	51.7	54.0	56.3	58.6	60.9	63.2	65.5	67.8	70.1	72.4	74.7
African American	31.0	34.1	37.3	40.4	43.5	46.7	49.8	53.0	56.1	59.2	62.4	65.5
Hispanic or Latino	40.0	42.7	45.5	48.2	50.9	53.6	56.4	59.1	61.8	64.5	67.3	70.0
Asian	60.0	61.8	63.6	65.5	67.3	69.1	70.9	72.7	74.5	76.4	78.2	80.0
American Indian or Alaska Native	38.9	41.7	44.5	47.2	50.0	52.8	55.6	58.4	61.2	63.9	66.7	69.5
Native Hawaiian or Other Pacific Islander	52.8	54.9	57.1	59.2	61.4	63.5	65.7	67.8	70.0	72.1	74.3	76.4
Two or More Races	44.9	47.4	49.9	52.4	54.9	57.4	60.0	62.5	65.0	67.5	70.0	72.5
English Learners	11.9	15.9	19.9	23.9	27.9	31.9	36.0	40.0	44.0	48.0	52.0	56.0
Free/Reduced-Price Meal	35.8	38.7	41.6	44.6	47.5	50.4	53.3	56.2	59.1	62.1	65.0	67.9
Students with Disabilities with IEP	13.1	17.1	21.0	25.0	28.9	32.9	36.8	40.8	44.7	48.7	52.6	56.6
Consolidated Gap Group	27.7	31.0	34.3	37.6	40.9	44.2	47.4	50.7	54.0	57.3	60.6	63.9

Kentucky will report performance annually against goals. Federal law requires reporting every three (3) years. The federal reporting year is shaded.

Kentucky Accountability System
Long-Term and Interim Goals for Public Reporting

SOCIAL STUDIES Achievement - Proficient and Distinguished Elementary School												
Subgroup	**2018-19 Baseline**	**2019 -20**	**2020 -21**	**2021 -22**	**2022 -23**	**2023 -24**	**2024 -25**	**2025 -26**	**2026 -27**	**2027 -28**	**2028 -29**	**2029 -30**
All Students	60.0	61.8	63.6	65.5	67.3	69.1	70.9	72.7	74.5	76.4	78.2	80.0
White	63.3	65.0	66.6	68.3	70.0	71.7	73.3	75.0	76.7	78.4	80.0	81.7
African American	37.8	40.6	43.5	46.3	49.1	52.0	54.8	57.7	60.5	63.3	66.2	69.0
Hispanic or Latino	53.0	55.1	57.3	59.4	61.6	63.7	65.9	68.0	70.2	72.3	74.5	76.6
Asian	74.1	75.3	76.5	77.6	78.8	80.0	81.2	82.4	83.6	84.7	85.9	87.1
American Indian or Alaska Native	64.4	66.0	67.6	69.3	70.9	72.5	74.1	75.7	77.3	79.0	80.6	82.2
Native Hawaiian or Other Pacific Islander	71.5	72.8	74.1	75.4	76.7	78.0	79.3	80.6	81.9	83.2	84.5	85.8
Two or More Races	55.3	57.3	59.4	61.4	63.4	65.5	67.5	69.6	71.6	73.6	75.7	77.7
English Learners	29.8	33.0	36.2	39.4	42.6	45.8	49.0	52.2	55.4	58.6	61.8	65.0
Free/Reduced-Price Meal	48.7	51.0	53.4	55.7	58.0	60.4	62.7	65.1	67.4	69.7	72.1	74.4
Students with Disabilities with IEP	32.4	35.5	38.6	41.6	44.7	47.8	50.9	54.0	57.1	60.1	63.2	66.3
Consolidated Gap Group	40.5	43.2	45.9	48.6	51.3	54.0	56.8	59.5	62.2	64.9	67.6	70.3

Kentucky will report performance annually against goals. Federal law requires reporting every three (3) years. The federal reporting year is shaded.

SOCIAL STUDIES Achievement - Proficient and Distinguished Middle School												
Subgroup	**2018-19 Baseline**	**2019 -20**	**2020 -21**	**2021 -22**	**2022 -23**	**2023 -24**	**2024 -25**	**2025 -26**	**2026 -27**	**2027 -28**	**2028 -29**	**2029 -30**
All Students	59.9	61.7	63.6	65.4	67.2	69.0	70.9	72.7	74.5	76.3	78.2	80.0
White	64.2	65.8	67.5	69.1	70.7	72.3	74.0	75.6	77.2	78.8	80.5	82.1
African American	35.5	38.4	41.4	44.3	47.2	50.2	53.1	56.1	59.0	61.9	64.9	67.8
Hispanic or Latino	50.7	52.9	55.2	57.4	59.7	61.9	64.2	66.4	68.7	70.9	73.2	75.4
Asian	76.8	77.9	78.9	80.0	81.0	82.1	83.1	84.2	85.2	86.3	87.3	88.4
American Indian or Alaska Native	59.0	60.9	62.7	64.6	66.5	68.3	70.2	72.0	73.9	75.8	77.6	79.5
Native Hawaiian or Other Pacific Islander	56.3	58.3	60.3	62.3	64.3	66.3	68.2	70.2	72.2	74.2	76.2	78.2
Two or More Races	53.4	55.5	57.6	59.8	61.9	64.0	66.1	68.2	70.3	72.5	74.6	76.7
English Learners	21.7	25.3	28.8	32.4	36.0	39.5	43.1	46.6	50.2	53.8	57.3	60.9
Free/Reduced-Price Meal	50.0	52.3	54.6	56.8	59.1	61.4	63.7	66.0	68.3	70.5	72.8	75.1
Students with Disabilities with IEP	23.7	27.2	30.6	34.1	37.6	41.1	44.5	48.0	51.5	55.0	58.4	61.9
Consolidated Gap Group	37.9	40.7	43.6	46.4	49.2	52.0	54.9	57.7	60.5	63.3	66.2	69.0

Kentucky will report performance annually against goals. Federal law requires reporting every three (3) years. The federal reporting year is shaded.

Kentucky Accountability System
Combined Content Area Goals for Achievement Gap Closure

Elementary School												
Subgroup	**2018-19 Baseline**	**2019 -20**	**2020 -21**	**2021 -22**	**2022 -23**	**2023 -24**	**2024 -25**	**2025 -26**	**2026 -27**	**2027 -28**	**2028 -29**	**2029 -30**
White	64.1	65.7	67.4	69.0	70.6	72.3	73.9	75.6	77.2	78.8	80.5	82.1
African American	38.7	41.5	44.3	47.1	49.9	52.7	55.4	58.2	61.0	63.8	66.6	69.4
Hispanic or Latino	47.1	49.5	51.9	54.3	56.7	59.1	61.6	64.0	66.4	68.8	71.2	73.6
Asian	74.2	75.4	76.5	77.7	78.9	80.1	81.2	82.4	83.6	84.8	85.9	87.1
American Indian or Alaska Native	64.3	65.9	67.6	69.2	70.8	72.4	74.1	75.7	77.3	78.9	80.6	82.2
Native Hawaiian or Other Pacific Islander	48.8	51.1	53.5	55.8	58.1	60.5	62.8	65.2	67.5	69.8	72.2	74.5
Two or More Races	56.8	58.8	60.7	62.7	64.7	66.7	68.6	70.6	72.6	74.6	76.5	78.5
English Learners	24.6	28.0	31.5	34.9	38.3	41.8	45.2	48.7	52.1	55.5	59.0	62.4
Free/Reduced-Price Meal	51.2	53.4	55.6	57.9	60.1	62.3	64.5	66.7	68.9	71.2	73.4	75.6
Students with Disabilities with IEP	35.2	38.1	41.1	44.0	47.0	49.9	52.9	55.8	58.8	61.7	64.7	67.6
Consolidated Gap Group	43.4	46.0	48.5	51.1	53.7	56.3	58.8	61.4	64.0	66.6	69.1	71.7

Kentucky will report performance annually against goals. Federal law requires reporting every three (3) years. The federal reporting year is shaded.

Middle School												
Subgroup	**2018-19 Baseline**	**2019 -20**	**2020 -21**	**2021 -22**	**2022 -23**	**2023 -24**	**2024 -25**	**2025 -26**	**2026 -27**	**2027 -28**	**2028 -29**	**2029 -30**
White	57.9	59.8	61.7	63.7	65.6	67.5	69.4	71.3	73.2	75.2	77.1	79.0
African American	29.8	33.0	36.2	39.4	42.6	45.8	49.0	52.2	55.4	58.6	61.8	65.0
Hispanic or Latino	41.9	44.5	47.2	49.8	52.5	55.1	57.8	60.4	63.1	65.7	68.4	71.0
Asian	74.8	75.9	77.1	78.2	79.4	80.5	81.7	82.8	84.0	85.1	86.3	87.4
American Indian or Alaska Native	51.5	53.7	55.9	58.1	60.3	62.5	64.8	67.0	69.2	71.4	73.6	75.8
Native Hawaiian or Other Pacific Islander	53.0	55.1	57.3	59.4	61.6	63.7	65.9	68.0	70.2	72.3	74.5	76.6
Two or More Races	47.3	49.7	52.1	54.5	56.9	59.3	61.7	64.1	66.5	68.9	71.3	73.7
English Learners	14.6	18.5	22.4	26.3	30.2	34.1	37.9	41.8	45.7	49.6	53.5	57.4
Free/Reduced-Price Meal	44.0	46.5	49.1	51.6	54.2	56.7	59.3	61.8	64.4	66.9	69.5	72.0
Students with Disabilities with IEP	21.6	25.2	28.7	32.3	35.9	39.5	43.0	46.6	50.2	53.8	57.3	60.9
Consolidated Gap Group	33.2	36.2	39.3	42.3	45.3	48.4	51.4	54.5	57.5	60.5	63.6	66.6

Kentucky will report performance annually against goals. Federal law requires reporting every three (3) years. The federal reporting year is shaded.

High School												
Subgroup	**2018-19 Baseline**	**2019 -20**	**2020 -21**	**2021 -22**	**2022 -23**	**2023 -24**	**2024 -25**	**2025 -26**	**2026 -27**	**2027 -28**	**2028 -29**	**2029 -30**
White	57.0	59.0	60.9	62.9	64.8	66.8	68.7	70.7	72.6	74.6	76.5	78.5
African American	34.6	37.6	40.5	43.5	46.5	49.5	52.4	55.4	58.4	61.4	64.3	67.3
Hispanic or Latino	43.2	45.8	48.4	50.9	53.5	56.1	58.7	61.3	63.9	66.4	69.0	71.6
Asian	66.3	67.8	69.4	70.9	72.4	74.0	75.5	77.1	78.6	80.1	81.7	83.2
American Indian or Alaska Native	54.3	56.4	58.5	60.5	62.6	64.7	66.8	68.9	71.0	73.0	75.1	77.2
Native Hawaiian or Other Pacific Islander	59.7	61.5	63.4	65.2	67.0	68.9	70.7	72.6	74.4	76.2	78.1	79.9
Two or More Races	54.1	56.2	58.3	60.4	62.5	64.6	66.6	68.7	70.8	72.9	75.0	77.1
English Learners	12.3	16.3	20.3	24.3	28.3	32.3	36.2	40.2	44.2	48.2	52.2	56.2
Free/Reduced Price Meal	43.6	46.2	48.7	51.3	53.9	56.5	59.0	61.6	64.2	66.8	69.3	71.9
Students with Disabilities with IEP	18.2	21.9	25.6	29.4	33.1	36.8	40.5	44.2	47.9	51.7	55.4	59.1
Consolidated Gap Group	34.4	37.4	40.4	43.3	46.3	49.3	52.3	55.3	58.3	61.2	64.2	67.2

Kentucky will report performance annually against goals. Federal law requires reporting every three (3) years. The federal reporting year is shaded.

B. Graduation Rates

Kentucky Accountability System
Long-Term and Interim Goals for Public Reporting

Graduation Rate 4-Year Adjusted Cohort – 50% Reduction to 95% Goal												
Subgroup	**2018-19 Baseline**	**2019 -20**	**2020 -21**	**2021 -22**	**2022 -23**	**2023 -24**	**2024 -25**	**2025 -26**	**2026 -27**	**2027 -28**	**2028 -29**	**2029 -30**
All Students	90.2	90.4	90.6	90.9	91.1	91.3	91.5	91.7	91.9	92.2	92.4	92.6
White	91.9	92.0	92.2	92.3	92.5	92.6	92.8	92.9	93.1	93.2	93.4	93.5
African American	83.2	83.7	84.3	84.8	85.3	85.9	86.4	87.0	87.5	88.0	88.6	89.1
Hispanic or Latino	85.5	85.9	86.4	86.8	87.2	87.7	88.1	88.6	89.0	89.4	89.9	90.3
Asian	95.0	95.0	95.0	95.0	95.0	95.0	95.0	95.0	95.0	95.0	95.0	95.0
American Indian or Alaska Native	83.4	83.9	84.5	85.0	85.5	86.0	86.6	87.1	87.6	88.1	88.7	89.2
Native Hawaiian or Other Pacific Islander	95.0	95.0	95.0	95.0	95.0	95.0	95.0	95.0	95.0	95.0	95.0	95.0
Two or More Races	88.1	88.4	88.7	89.1	89.4	89.7	90.0	90.3	90.6	91.0	91.3	91.6
English Learners	72.4	73.4	74.5	75.5	76.5	77.5	78.6	79.6	80.6	81.6	82.7	83.7
Free/Reduced-Price Meal	88.0	88.3	88.6	89.0	89.3	89.6	89.9	90.2	90.5	90.9	91.2	91.5
Students with Disabilities with IEP	71.8	72.9	73.9	75.0	76.0	77.1	78.1	79.2	80.2	81.3	82.3	83.4

Kentucky will report performance annually against goals. Federal law requires reporting every three (3) years. The federal reporting year is shaded.

Graduation Rate Extended 5-Year Adjusted Cohort – 50% Reduction to 96% Goal												
Subgroup	**2018-19 Baseline**	**2019 -20**	**2020 -21**	**2021 -22**	**2022 -23**	**2023 -24**	**2024 -25**	**2025 -26**	**2026 -27**	**2027 -28**	**2028 -29**	**2029 -30**
All Students	92.3	92.5	92.6	92.8	93.0	93.2	93.3	93.5	93.7	93.9	94.0	94.2
White	93.7	93.8	93.9	94.0	94.1	94.2	94.4	94.5	94.6	94.7	94.8	94.9
African American	84.5	85.0	85.6	86.1	86.6	87.1	87.7	88.2	88.7	89.2	89.8	90.3
Hispanic or Latino	89.6	89.9	90.2	90.5	90.8	91.1	91.3	91.6	91.9	92.2	92.5	92.8
Asian	96.0	96.0	96.0	96.0	96.0	96.0	96.0	96.0	96.0	96.0	96.0	96.0
American Indian or Alaska Native	86.9	87.3	87.7	88.2	88.6	89.0	89.4	89.8	90.2	90.7	91.1	91.5
Native Hawaiian or Other Pacific Islander	92.6	92.8	92.9	93.1	93.2	93.4	93.5	93.7	93.8	94.0	94.1	94.3
Two or More Races	91.9	92.1	92.3	92.5	92.7	92.9	93.0	93.2	93.4	93.6	93.8	94.0
English Learners	75.6	76.5	77.5	78.4	79.3	80.2	81.2	82.1	83.0	83.9	84.9	85.8
Free/Reduced-Price Meal	91.6	91.8	92.0	92.2	92.4	92.6	92.8	93.0	93.2	93.4	93.6	93.8
Students with Disabilities with IEP	80.8	81.5	82.2	82.9	83.6	84.3	84.9	85.6	86.3	87.0	87.7	88.4

Kentucky will report performance annually against goals. Federal law requires reporting every three (3) years. The federal reporting year is shaded.

C. Progress in Achieving English Language Proficiency

Kentucky Accountability System

English Language Proficiency Long-Term and Interim Goals for Public Reporting												
School Level	**2018-19 Baseline**	**2019 -20**	**2020 -21**	**2021 -22**	**2022 -23**	**2023 -24**	**2024 -25**	**2025 -26**	**2026 -27**	**2027 -28**	**2028 -29**	**2029 -30**
Elementary School	61.1	62.9	64.6	66.4	68.2	70.0	71.7	73.5	75.3	77.1	78.8	80.6
Middle School	35.2	38.1	41.1	44.0	47.0	49.9	52.9	55.8	58.8	61.7	64.7	67.6
High School	35.6	38.5	41.5	44.4	47.3	50.2	53.2	56.1	59.0	61.9	64.9	67.8

Kentucky will report performance annually against goals. Federal law requires reporting every three (3) years. The federal reporting year is shaded.

Appendix B: GEPA Assurance Language

GEPA 427

The Kentucky Department of Education (KDE) adheres to Section 427 of the General Education Provisions Act (GEPA). Section 427 of the General Education Provisions Act (GEPA) of 1994 requires that each applicant for funds ensures steps are taken to ensure equitable access to, and participation in, federally-funded projects for program beneficiaries (all students, teachers and others) with special needs. The Kentucky Department of Education does not discriminate on the basis of race, color, national origin, sex, sexual orientation, religion, age, or disability in employment or the provision of services.

The mission of KDE is to partner with districts, schools and shareholders to provide service, support and leadership to ensure success for each and every student. Its core values are equity, achievement and integrity. Thus, the agency will enforce all federal and state laws and regulations requiring equitable access to program beneficiaries and address overcoming barriers to equitable participation. Local school districts will be held accountable for ensuring equal access and providing reasonable and appropriate accommodations to meet the needs of all their constituencies.

Steps to ensure equitable access may include, but are not limited to:

- Every educator, paraeducator, school administrator, related service provider, community member, student with disabilities and family enrolled in any proposed professional learning activity will have an equal opportunity to be engaged in the training that is provided by KDE staff.
- KDE will ensure that the Consolidated State Plan and its activities address inclusion and equitable access to at-risk students, students with disabilities and other diverse learners.
- KDE will utilize multiple modalities of communication to ensure that diverse shareholders maintain awareness about the Consolidated State Plan and other activities. All materials and resources disseminated by KDE to program beneficiaries will be in an accessible format; all facilities that house activities will be fully accessible; and interpreters will be available as requested.
- To effectively and fairly resolve conflicts, the agency will maintain grievance procedures related to equal access for program beneficiaries, employees and/or youth and their families alleging discrimination. These procedures are accessible for use by youth, employees, and the general public.
- The agency offers and will continue to offer its staff access to training opportunities for the purpose of increasing effectiveness in recognizing and correcting biased attitudes.
- KDE will identify barriers that may exist in state-level programs that impede equitable access or participation on the basis of disability, gender, race, national origin, color or age. Barriers will be identified by convening a state-level task force representing shareholders from diverse racial, ethnic, gender and disability status.
- KDE will ensure that the special needs of students, teachers and other program beneficiaries will be addressed to overcome barriers based on gender, racial, ethnic, and disability status.

Appendix C: Accountability Steering Committee, Work Group Meetings and Kentucky Board of Education Meetings (Accountability Discussion)

Accountability Steering Committee

Membership

Meetings

June 2, 2016

- **Agenda**
- **Minutes**
- **Committee Meeting Presentation**
- Committee Meeting **Audio, Video**

July 25, 2016

- **Agenda**
- **Meeting Video**
- **Presentation 1**
- **Presentation 2**

August 22, 2016

- **Agenda**
- **Minutes**
- **Meeting Video**
- **Presentation 1**
- **Presentation 2**

September 16, 2016

- **Agenda**
- **Chart Notes from Aug. 22 mtg.**
- **Meeting Video**
- **Presentation 1**

October 12, 2016

- **Agenda**
- **Meeting Video**
- **Accountability Design Statements**
  - Revised Work **Assessment**
  - **College- and Career-Readiness**
  - **Educational Innovations**
  - **Opportunity and Access**
  - **School Improvement**

November 2, 2016

- **Agenda**
- **Accountability Design Recommendations**

January 9-10, 2017

- **Agenda**

March 31, 2017

- **Agenda**

Work Group Kickoff

July 14, 2016

For the kickoff meeting, all workgroups came together on July 14, 2016 in Elizabethtown. The day was split between a morning overview session for all groups and individual group meetings in the afternoon.

- **Common Agenda**

Assessment Work Group

Membership

Meetings

July 14, 2016

- **Meeting Summary**

August 4, 2016

- **Agenda**
- **Meeting Summary**

August 18, 2016

- **Agenda**
- **Meeting Summary**

September 1, 2016

- **Agenda**
- **Meeting Summary**

September 15, 2016

- **Agenda**
- **Meeting Summary**

College and Career Readiness Work Group

Membership

Meetings

July 14, 2016

- **Meeting Summary**

August 16, 2016

- **Agenda**
- **Meeting Summary**

August 26, 2016

- **Agenda**

September 22, 2016

- **Agenda**

October 14, 2016

- **Agenda**

Competency-Based Assessment Pilot

Membership

Meetings

March 28, 2017

- **Agenda**
- **Meeting Summary**

Consequential Review

Membership

Meetings

November 1, 2016

- **Agenda**

January 6, 2017

- **Agenda**

March 27, 201

- **Agenda**

June 6, 2017

- **Agenda**

July 14, 2017

- **Agenda**

Educational Innovations Work Group

Membership

Meetings

July 14, 2016

- **Meeting Summary**

August 16, 2016

- **Agenda**
- **Meeting Summary**

September 6, 2016

- **Agenda**

- **Meeting Summary**

September 20, 2016
- **Agenda**
- **Meeting Summary**

September 26, 2016
- **Agenda**

Opportunity and Access Work Group
Membership
Meetings

July 14, 2016
- **Meeting Summary**

August 4, 2016
- **Agenda**
- **Meeting Summary**

August 18, 2016
- **Agenda**
- **Meeting Summary**

September 8, 2016
- **Agenda**
- **Meeting Summary**

Regulatory Review
Membership
Meetings

November 15, 2016
- **Agenda**

January 6, 2017
- **Agenda**

April 11, 2017
- **Agenda**

June 6, 2017
- **Agenda**

July 14, 2017
- **Agenda**

School Improvement Work Group

Membership

Meetings

July 14, 2016

- **Meeting Summary**

August 24, 2016

- **Agenda**
- **Meeting Summary**

September 8, 2016

- **Agenda**
- **Meeting Summary**

November 17, 2016

- **Agenda**

Systems Integration Work Group

Membership

Meetings

August 23, 2016

- **Agenda**

October 4, 2016

- **Agenda**
- **Systems Integration Worksheet**
- Work Group Recommendations
  - **Assessment**
  - **College- and Career-Readiness**
  - **Educational Innovations**
  - **Opportunity and Access**
  - **School Improvement**

October 11, 2016

- **Agenda**
- Revised Work Group Recommendations
  - **Assessment**
  - **College- and Career-Readiness**
  - **Educational Innovations**
  - **Opportunity and Access**
  - **School Improvement**

October 31, 2016

- **Agenda**

November 16, 2016

- **Agenda**

November 30 - December 1, 2016

- **Agenda**

Kentucky Board of Education Meetings (Accountability Discussion)

April 13, 2016

June 8, 2016

August 3, 2016

October 5, 2016 (Commissioner's Report)

December 7, 2016

February 7, 2017

April 11, 2017

June 7, 2017

August 2, 2017

August 23, 2017